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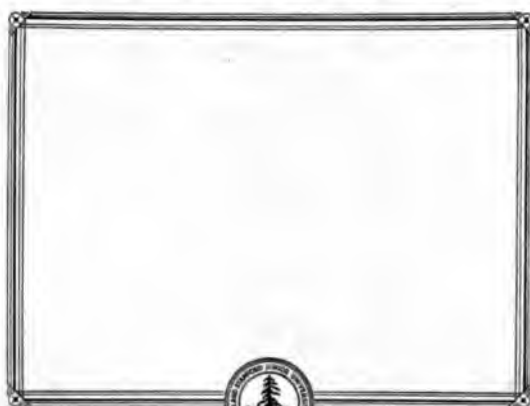
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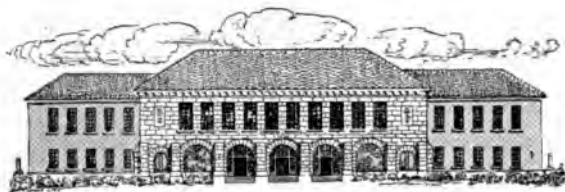


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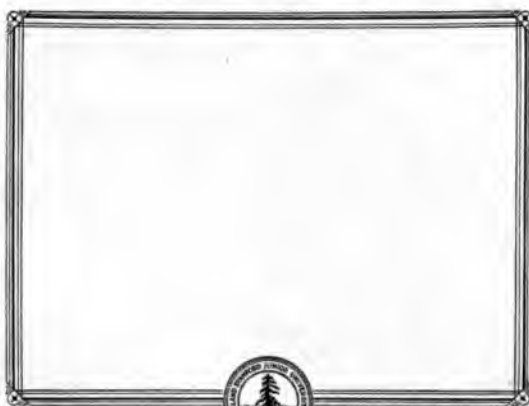


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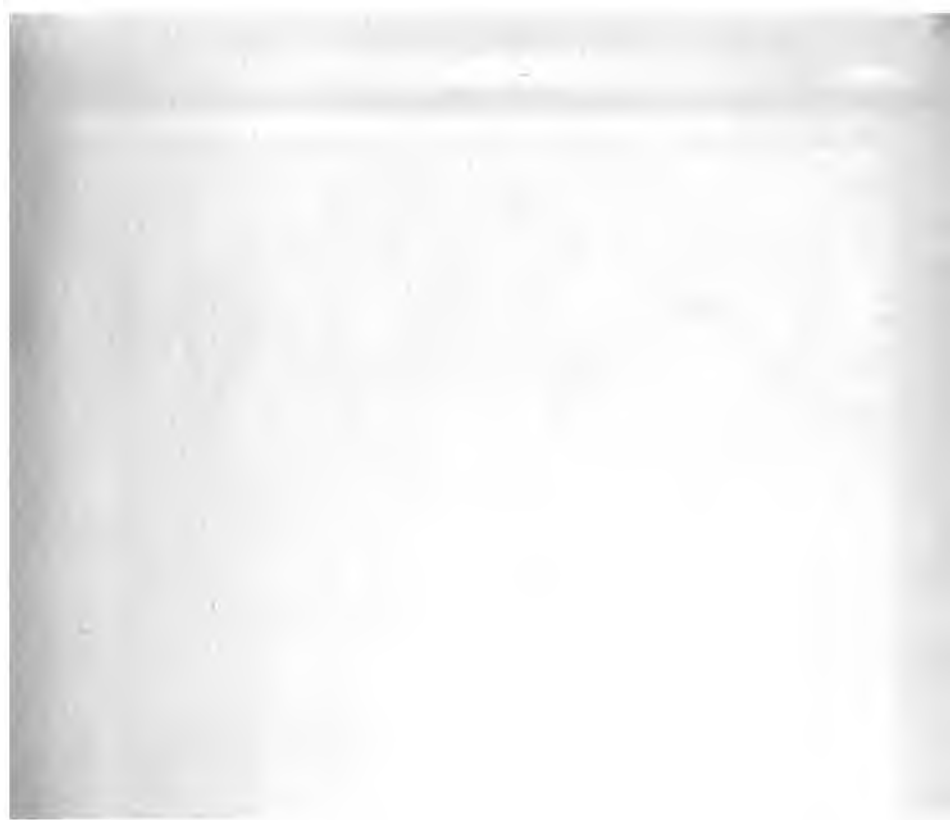


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a.

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THE

AMERICAN

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REPORT

a. §

OF THE

COMMISSIONER OF EDUCATION

FOR

THE YEAR 1877.



WASHINGTON:
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1879.

[These extra copies are printed in compliance with a concurrent resolution of
Congress passed March 3, 1879.]

ERRATA.

Page 53. Instead of James S. Smart, read James H. Smart.

Page 79. The Medical College of Kentucky University is closed, not reorganized.

Page 174. Omit the reference mark *b*.

Page 351, line numbered 56. The amount \$11.88, given in column 121, covers the average per capita expenditure for both instruction and incidentals; it should therefore appear in the centre of columns 120 and 121.

Page 426. In column 1, transpose the lines numbered 1009 and 1010.

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REPORT.

DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION,
Washington, D. C., November, 1877.

SIR: I have the honor to submit my eighth annual report, covering the year 1877.

During the year, education, in connection with other great interests, has continued to suffer from the hard times. The depreciation in the value of investments has reduced the income of even the best endowed institutions. Poverty has rendered it impossible for many young persons to pay tuition or other expenses at school and has compelled them to finish their studies prematurely. The appropriations for public schools have been decreased in many directions, sometimes to the great injury of their efficiency, as when the reduction of teachers' salaries has put poor teachers in the place of good ones, or when the school year has been shortened or the course of study abridged; but, on the whole, the systems of free public instruction in the different States have given new proof of their fitness to our wants as a people by what they have accomplished, in spite of the present financial distress and widespread unrest.

CONFLICT OF CAPITAL AND LABOR.

In my last report I noted the occasion we had, as a people, to congratulate ourselves that the first century of our national history was closing with so great freedom from the evils that have arisen in older civilizations from the conflicts between capital and labor. Unfortunately, the possibilities of these evils pointed out by eminent educators and other students of social science have become realities as never before among us. Singularly enough, the lesson taught by these outbreaks has apparently in some cases stopped short of tracing them to their source in individual character, and has failed also to discover the part to be performed by education as a means of protection against their recurrence.

In some communities where mob violence became most destructive, we have witnessed the surprising spectacle of unusual efforts, sometimes aided by thoughtful persons, to cripple or paralyze the local public school system. We cannot review these events without reaching the conviction that capital, patriotism, and statesmanship, each and all, should be more far-sighted.

In the shadow of these untoward events we may fitly recall the great Stein, amid the evils under which Prussia was struggling, when enumerating in his political testament the considerations fitted to elevate and preserve the state. He says:

Most is to be expected from the education and instruction of youth. Could we by a method grounded on the internal nature of man develop from within every spiritual gift, rouse and nourish every noble principle of life, carefully avoiding one sided culture; could we diligently nurse those instincts, hitherto so often disregarded with shallow indifference, on which the force and dignity of man rest, * * * then might we hope to see a generation grow up vigorous both in body and soul, and a better prospect for the future unfold itself.

Some speak of our liberty and the institutions fostered by it as in their very nature a sufficient guarantee of the perpetuity of our blessings and an ample guard against all the ills incident to other forms of government. The experience of this year should

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suffice to dissipate this idea, and to bring us back to the conviction that our safety is only in the most vigilant use of every instrumentality fitted to assure the training of each child in the land in virtue and intelligence and in the pursuit of some useful and honorable vocation. The evils here recalled are not limited to the action of great mobs; they are found also in some form in the path of the thousands of "nomadic paupers" who wander about the country.

It will not be amiss for the educator to recall the conditions which have attended the growth of these evils elsewhere. We are glad to believe that the horrors of the French revolution of 1793 would be impossible among us; but it should be remembered that there has been no lack of bread in our land while we have witnessed these crimes of the mob and the "tramp." Indeed, it may be doubted whether we have sufficiently reflected upon the enormities possible in our communities if the systematic vagrancy of the ignorant, vicious, and criminal classes should continue to increase; since the great size of our country and its facilities for travel will afford to any who choose to leave their own neighborhoods for such evil purposes unusual opportunities for committing crime and mischief unrecognized.

There is, no doubt, a lesson for us in the statement made by the famous Fletcher of Saltoun and used by Lecky,¹ to the effect that in 1698 there were in the little country of Scotland two hundred thousand people begging from door to door, besides a great many poor families, very meanly provided for by the church boxes, with others who by living upon bad food fell victims to various diseases. A similar lesson may be learned from a similar condition of affairs in the other small country of Ireland. Arthur Dobbs, in 1731, computed the number of strolling beggars in a single year at thirty-four thousand.²

Do not the warnings which we may derive from such experiences in other countries emphasize the conclusion that all interests require such a training for every child in the community as to turn him aside from the current which bears on to these evils? How can we resist the conclusion that his physical, intellectual, moral, and industrial training should be most efficiently arranged and carried forward to establish for him safeguards against a life of idleness, vice, or crime? Moreover, even if it be granted that we have never suffered, as did the French before 1793, from royal and aristocratic oppression, and that we possess and enjoy the largest reasonable liberty for all classes, still the educator, in reasoning upon the acts of violence which have occurred among us during the year, may well ask what the consequences might have been had these disturbances been preceded here, as they were in France, by a series of dry seasons and bad crops, and these poor crops themselves injured or destroyed. Indeed, for the instruction of all patriotic teachers, M. Taine's picture of these events may well be contrasted with what has actually occurred here.

In each event we must come back from the mass to the individual, and from the adult to the child, in order to do the work of preventing such evils.

Here our most common maxims are eloquent:

'Tis education forms the common mind:
Just as the twig is bent the tree's inclined.

The mind of every child must be formed for all that is good before him and armed against all that is evil. All his powers must be developed to resist misfortune and wrong. Capital, therefore, should weigh the cost of the mob and the tramp against the expense of universal and sufficient education.

¹ History of England in the Eighteenth Century, vol. ii, p. 43.

² Ibid., vol. ii, p. 273.

WORK OF THE OFFICE.

IX

CORRESPONDENTS OF THE OFFICE.

The following summary gives the number of the correspondents of the Office, showing the sources of the information contained in these reports:

Statement of educational systems and institutions in correspondence with the Bureau of Education in the years named.

	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.
States and Territories	37	37	44	48	48	48	48	48
Cities		249	325	533	127	241	239	241
Normal schools	53	65	98	114	124	140	152	166
Business colleges	26	60	53	112	126	144	150	157
Kindergärten				42	55	95	149	177
Academies		638	811	944	1,031	1,407	1,550	1,650
Preparatory schools				86	91	105	114	123
Colleges for women	83	136	175	205	209	249	252	264
Colleges	266	290	298	323	343	385	381	385
Schools of science	17	41	70	70	72	76	76	77
Schools of theology	80	94	104	140	113	123	125	127
Schools of law	28	39	37	37	38	42	42	45
Schools of medicine	63	82	87	94	99	104	102	106
Public libraries	156	180	306	377	676	2,200	2,275	2,400
Museums of natural history			50	43	44	53	54	55
Museums of art				22	27	27	31	.....
Art schools					26	29	30	.....
Institutions for the deaf and dumb	34	36	37	40	40	42	43	45
Institutions for the blind	10	26	27	28	28	29	29	30
Schools for the feeble-minded		8		7	9	9	11	11
Orphan asylums, &c			77	180	269	408	533	540
Reform schools	28	20	20	34	56	67	63	63
Total	831	2,001	2,619	3,449	3,651	6,085	6,449	6,750

It will be observed that all the systems and institutions here included publish either reports or catalogues or both.

A complete list of the American correspondents of this Office would embrace two important additions to the foregoing summary, viz: (1) many-thousand county superintendents and members of school boards and of collegiate and scholastic faculties who do not issue separate printed publications, but who correspond with the Office and desire its publications; and (2) a large number of writers and students who often assist the Office without expecting other remuneration than its publications.

Mail matter.—The following table shows the amount of mail matter handled during the year:

Mail matter sent.

Letters, written	6,500
Letters, printed	7,500
Acknowledgments of documents received	6,000
Documents (packages)	15,000
Total	35,000

Mail matter received.

Original letters (inquiries, requests, &c)	4,000
Replies to inquiries of the Office	5,000
Receipts for documents sent	15,000
Documents (packages)	6,000
Total	30,000

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EXPECTATIONS IN REGARD TO THE OFFICE.

Those correspondents who indulge special expectations in regard to the Office should not forget the terms of the law under which it was organized. It requires the collecting of "such statistics and facts as shall show the condition and progress of education in the several States and Territories, and the diffusion of such information respecting the organization and management of school systems and methods of teaching as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country."

As has been well said, "the Office may be termed a clearing house of educational information." But, however comprehensive its duty in regard to collecting and disseminating information, it provides for no exercise of authority and none should be expected from it. It may be reasonably anticipated that its plans will be comprehensive and its methods characterized by the utmost fairness. However great the interest of the Office in any one part of its duty, it must have greater concern for the whole. The guide to its conclusions must be the light that shines from the lamp of our entire educational experience as a people. To the ardor of enthusiasts in different departments of educational labor this light may not always be characterized by the heat they would desire, but it is, on that account, the safer. When this Office commenced its work there was before the country no standard for a national educational report. These reports, made from year to year, furnish the facts upon which there may hereafter be formed a fair judgment of what such a report should be; made under all the embarrassments of the past, they have demonstrated the possibility of a national report. They show how the light from all phases and conditions of education may be gathered up and reflected for the benefit of the whole country. Some results are already very apparent.

1. The remarkable unanimity of coöperation received by the Office from those engaged in every grade of our educational work, shows how universal is the conviction that such an Office is desired.

2. It indicates that, according to the judgment of our educators, the present plan of work is, in the main, the right one.

3. There has been a gratifying progress in simplifying and systematizing the nomenclature used in educational publications, but this makes what is yet needed in this direction still more apparent.

4. It moreover disposes of the fallacy that the gathering of information is a grasping after power.

5. The improvement in our educational nomenclature and in other conditions of statistics most essential to their value affords ground for hope that our teachers and educational officers may anticipate in the near future such clear and full demonstration of some of the leading principles in the establishment and conduct of institutions and systems of education, by the people and for the people, as to relieve themselves of the uncertainties which often embarrass them now and well-nigh defeat their efforts. In these valuable contributions of data essential to the formation of a science of education among us, each contributor, unmoved by any authority or expectation of pecuniary reward, may fairly adopt the language of Bacon, when he says, "I hold every man a debtor to his profession; from the which, as men of course do seek to receive countenance and profit, so ought they of duty to endeavor themselves, by way of amends, to be a help and ornament thereunto."¹

It should be remembered that the Office has never had sufficient force to prepare the work expected of it under the law. In preparing its reports the only direct reward that it can promise its correspondents is a copy of the document in which their contributions are printed, but this is not always ordered by Congress in sufficient numbers for this purpose. Of late, also, its means for collecting statistics and publishing Circulars of Information have been greatly restricted. There has, however, been a

¹ *Elements of the Laws*, preface.

steady increase (1) in the value of the work prepared by its regular clerks, (2) in the value of the contributions forwarded free by its collaborators, and (3) in its collection of books and appliances illustrative of education,

In the embarrassments arising from lack of means to publish needed information, all that has been possible with the force of the Office has been done to make manuscript replies to inquiries. Not a few of these have required much time and a command of material nowhere else possible in the country. Indeed, were there no work to be done on the annual report or on Circulars of Information, the current calls on the Office would now absorb the working capacities of its entire force.

THE ABSTRACTS.¹

The abstracts which immediately follow this part of the Report of the Commissioner and precede the statistical tables of the appendix are prepared from the printed material furnished by the correspondents of the Office and from the numerous educational journals published in the United States. The printed matter thus examined and summarized annually is more than seventy thousand pages. It has been practicable, with the present force of the Office, to assign only two persons to this labor, a number inadequate to its preparation; especially as a very large number of inquiries demanding elaborate replies can be answered only in this division of the Office.

SCHOOL REPORTS.

I do not think that these documents are so carefully studied anywhere else in the country. There can be no question of their superior merit if they are compared with any other State or city documents. Often the intelligence and stability of local educational sentiment can be estimated by the strength and value of these reports. The beneficial effect upon school administration of a proper expenditure of effort and money in this way can hardly be attained by any other method of communicating the same information. It may be considered settled that in a republic school officers must promote the training of the people in sound ideas respecting educational theories and practice with as much care as they promote the instruction of the young in their schools. Careful students of school reports frequently are surprised by the total misconception and misrepresentation of many persons as to their use and value.²

¹ On page 3 *infra* may be found the rules followed in the preparation of these abstracts.

² Their use and value have been well expressed in the following sentences, which were written by an excellent and well known teacher after a careful study of the collection for the year 1877 in this Office: "It is impossible to read the various school reports of our country without being profoundly impressed with the watchful care and intelligent forethought of those to whom these interests are committed. Especially is this the effect of the reports from the larger cities, where, as the work is most concentrated and most completely organized, there is opportunity for the most perfect supervision. While these reports indicate the fixed and enduring character of our graded school system, they show that its friends are not obstinately committed to precedents, but are ever on the alert to modify and expand the system according to the changing conditions of the communities to which it ministers. The reports of 1877 abound in evidences of this disposition. The attention given to industrial drawing, the introduction of German in the public schools of cities having large proportions of German population, the efforts made to familiarize pupils with the elements of the natural sciences, to cultivate a taste for literature while still maintaining the drill in that narrow round of studies which enter most constantly into the ordinary business by which they must live—all these are proofs of the flexibility of the American school system. These provisions for the intellectual wants of the young are not confined to the school room. In many cities public libraries exist in immediate relation to the educational department, and an important feature of their administration is their adaptation to the use and needs of students; thus, in Cincinnati, Cleveland, and St. Louis the public libraries are under the control of the board of education. The financial depression of the year has necessitated great economy in the management of school finances. In considering possible retrenchments, Mr. W. T. Harris, superintendent of schools for St. Louis, is led to propose the introduction of half time schools in the two lowest grades. This plan, it is believed, involves not economy only, but the mental and physical advantage of the pupils. It is generally admitted that from two and a half to four and a half hours' mental labor is all that should be allowed children under twelve years of age. It is also conceded that the alternation of study and work has an excellent effect upon children, increasing their interest in both and their capacity for close attention. It appears, then, that a combination of half time literary schools with industrial training would afford the best possible conditions for elementary scholars."

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The sale of school reports is sometimes advocated among us by those who have heard of the sale of public documents in other countries. The policy of selling documents may be good if the Government desires to let those who cannot buy such books live in ignorance of public affairs, thus limiting a knowledge of its conduct to a ruling class which has means to purchase at will. A monarchy or an aristocracy may find such a policy expedient, but a republic may well hesitate before adopting it. Indeed, the preparation and free distribution of reports on education is a part of the general policy which underlies our free public school systems. To matters of education the law of supply and demand does not apply. Says Lecky:

Thus education, in its simplest form, which is one of the first and highest of all human interests, is a matter in which government initiation and direction are imperatively recognized, for uninstructed people will never demand it, and to appreciate education is itself a consequence of education.

Lord Macaulay, in a speech on education in the House of Commons, felicitously remarked on this topic:

If, they say, free competition is a good thing in trade, it must surely be a good thing in education. The supply of other commodities—of sugar, for example—is left to adjust itself to the demand; and the consequence is that we are better supplied with sugar than if the government undertook to supply us. Why, then, should we doubt that the supply of instruction will, without the intervention of the government, be found equal to the demand?

Never was there a more false analogy. Whether a man is well supplied with sugar is a matter which concerns himself alone. But whether he is well supplied with instruction is a matter which concerns his neighbors and the state. If he cannot afford to pay for sugar, he must go without sugar. But it is by no means fit that, because he cannot afford to pay for education, he should go without education. Between the rich and their instructors there may, as Adam Smith says, be free trade. The supply of music masters and Italian masters may be left to adjust itself to the demand. But what is to become of the millions who are too poor to procure without assistance the services of a decent schoolmaster?

SCHOOL AND COLLEGE CATALOGUES.

The annual catalogue is a very common publication among all classes of institutions of learning. The study of the very great number of them accumulated in this Office reveals the fact that they do not always enable the receiver to address the institutions which issue them. Every catalogue should, it seems, contain somewhere the post office address of the institution which publishes it. It appears from our correspondence that many of the older institutions have not complete sets of their own catalogues. Many institutions, forgetting the historical value of these publications, fail to send them to libraries where they would be preserved and come into use in future research. As a rule, catalogues published at the present time give the course of study that it is *proposed* to accomplish in the year represented by the issue. Why should they not give the course of study accomplished in the year previous to their issue, and thus supply an important element in any estimate or consideration of educational progress? The careful study of these catalogues required in the work of the Office also suggests that they might accomplish more effectively the purpose for which they are published by including in each annual issue a brief, strong paper by some member of the faculty on some educational subject.

In reference to that class of college catalogues known as "triennial," many questions are suggested. They give many facts of value; but does not the progress of educational inquiry demand important changes? The language of these is usually Latin. If they were issued solely for scholars there might be some excuse for continuing to print them in Latin, but, in addition to the information they give to persons who read that language, they are expected to show to others what the institution has done in training men for different pursuits in life, and thus to furnish a basis for the judgment and choice of those seeking education for themselves or their friends. Why not, then, give the information in plain English? Most of these catalogues designate *the clergy and those who have received medical degrees*; so they note, perhaps, those *who have become members of certain learned societies*. There seems to be no good

reason why they should not treat all the alumni alike, noting the occupation and giving the last known place of residence of each. By the use of symbols and abbreviations much more information of value to the student, the historian, and the college could be printed in a space no greater than that at present used.

STATISTICS.

The statistics published in the appendix to these annual reports have been collected by this Office every year in the following way: A printed form containing a series of inquiries and spaces for answers is sent to the head of every system and institution on the lists, which is returned by the head thereof with the answers inserted in writing. These are transcribed into the tables; from these the summaries here presented have been made.

The influence of this extensive system of keeping the accounts of education is already apparent in many directions:

1. The accounts are better kept.
2. They are better understood by those who keep them. It is not surprising that those who are inexact in their methods should find something to disturb them in keeping an accurate record of their educational work, but when this has been well done none have a higher appreciation of its value.
3. New officers are specially aided in taking up their duties by greater fulness and accuracy of records.
4. The public is better able to inform itself in regard to every phase of education. There is in most people a fondness for fair and frank dealing. In the recent serious assaults upon many local systems of education, not a few would have been overturned had the records of the past ten years been as imperfect as those of the previous decade.
5. No man now need blunder on account of the narrowness of his own experience or observation. He has within his reach the recorded experience of forty-four million people; he need not err in estimating the relation of his work or of his system or school to that of others, or to the whole educational working force of the country.

Statistical summary of institutions, instructors, and students, as collected by the United States Bureau of Education, for 1872, 1873, and 1874.

	1872.			1873.			1874.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
City schools.....	(a)	23, 194	1, 215, 897	(b)	27, 728	1, 564, 663	(c)	16, 488	976, 837
Normal schools.....	98	773	11, 778	114	887	16, 620	124	966	24, 405
Commercial and business colleges.	53	263	8, 451	112	514	22, 397	126	577	25, 892
Kindergärten.....							55	125	1, 636
Institutions for secondary instruction.	811	4, 501	98, 929	944	5, 058	118, 570	1, 031	5, 406	98, 179
Preparatory schools.....	(d)	(d)	(d)	86	690	12, 487	91	697	11, 414
Institutions for the superior instruction of women.	175	1, 617	11, 288	205	2, 120	24, 613	209	2, 285	23, 445
Universities and colleges..	298	3, 040	45, 617	323	3, 106	52, 053	343	3, 783	56, 692
Schools of science.....	70	724	5, 395	70	747	8, 950	72	609	7, 244
Schools of theology.....	104	435	3, 351	110	573	3, 838	113	597	4, 356
Schools of law.....	37	151	1, 976	37	158	2, 112	38	181	2, 585

a 326 cities were included in 1872, which had a population, according to the ninth census, of 8,036,937.

b 533 cities, towns, and villages were included in 1873, which had a population of 10,042,892.

c 127 cities, containing 10,000 inhabitants or more, were included in 1874; their aggregate population was 6,637,905.

d Included in the institutions for secondary instruction.

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Statistical summary of institutions, instructors, and students, &c.—Continued.

	1872.			1873.			1874.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
Schools of medicine, of dentistry, and of pharmacy.	87	726	5,995	94	1,148	8,681	99	1,121	9,095
Institutions for the deaf and dumb.	36	267	4,337	40	289	4,534	40	275	4,900
Institutions for the blind...	27	513	1,856	28	545	1,916	29	525	1,942
Schools for feeble-minded children.	.....	.....	.....	9	213	758	9	312	1,265
Orphan asylums, industrial schools, and miscellaneous charities.	77	862	10,324	178	1,484	22,107	269	1,678	26,300
Reform schools	26	331	4,230	34	579	6,858	56	693	10,848

Statistical summary of institutions, instructors, and students, as collected by the United States Bureau of Education, for 1875, 1876, and 1877.

	1875.			1876.			1877.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
City schools	(a)	22,152	1,180,880	(b)	23,504	1,343,487	(c)	23,830	1,249,271
Normal schools	137	1,031	29,105	151	1,065	33,921	152	1,189	37,082
Commercial and business colleges.	131	594	26,109	137	599	25,234	134	568	23,496
Kindergärten	95	216	2,809	130	364	4,090	129	336	3,931
Institutions for secondary instruction.	1,143	6,081	108,235	1,229	5,999	106,647	1,226	5,963	98,371
Preparatory schools	102	746	12,954	105	736	12,369	114	796	12,510
Institutions for the superior instruction of women.	222	2,405	23,795	225	2,404	23,856	220	2,305	23,022
Universities and colleges ..	355	3,999	58,894	356	3,920	56,481	351	3,998	57,334
Schools of science	74	758	7,157	75	793	7,614	74	781	8,559
Schools of theology	123	615	5,234	124	580	4,268	124	564	3,965
Schools of law	43	224	2,677	42	218	2,664	43	175	2,811
Schools of medicine, of dentistry, and of pharmacy.	106	1,172	9,971	103	1,201	10,143	106	1,278	11,225
Institutions for the deaf and dumb.	41	293	5,067	42	312	5,209	43	346	5,743
Institutions for the blind...	29	498	2,054	29	580	2,083	30	566	2,179
Schools for feeble-minded children.	9	317	1,372	11	318	1,560	11	355	1,781
Orphan asylums, industrial schools, and miscellaneous charities.	278	1,789	54,204	385	3,197	47,439	.....	.....	.....
Reform schools	47	678	10,670	51	800	12,067	.....	.....	.....

a 177 cities, each containing 7,500 inhabitants or more, were reported in 1875; their aggregate population was 8,804,654.

b 182 cities of 7,500 inhabitants or more were reported in 1876; their aggregate population was 9,128,955.

c 186 cities of 7,500 inhabitants or more are reported in 1877; their aggregate population is 9,099,925.

The above may be called a summary of the summaries which will be given in this part of my report. In considering the inquiries possible in this report, it should be borne in mind that only a limited number of the inferences that may be justly drawn from its facts are mentioned or even hinted at in these summaries. Moreover, however great the effort to condense into the report the great mass of trustworthy statements furnished to the Office, and thus to convey the largest amount of information possible, it should be remembered that there is always in view, in all this work, as a special object, the promotion of the thorough study of educational statistics, with the hope that these may be steadily advanced toward perfection, and thus become more and more valuable to all who seriously seek right educational theory and practice for themselves, their children, their country, or their State.

In taking up the following mass of figures it is not improper, therefore, to recall the observations made some years ago by that eminent scientist Dr. Ficker:

School statistics include an exhibit of the actual state of education and its results at a certain given moment, with a view of ascertaining the laws which regulate them. The very name, which, perhaps, would better be "educational statistics," shows the importance as well as the difficulty of the subject, which has recently, more than ever before, occupied the attention of statisticians.

It may well be asked whether there can be any educational statistics, and it has seemed doubtful whether statisticians, with the means at their command, could successfully enter a field where the exhibit of mere facts would least of all seem sufficient. Education, however, is not altogether beyond the statistician's reach. Tables are certainly the most important but not the only element of his exhibit. He may also give existing facts and results obtained in the form of a brief summary, only it should be borne in mind that he has to deal with a summary of *facts* and the development of *laws*. On no other field of inquiry, perhaps, will he have to weigh each expression so carefully in order to avoid even the appearance of mixing individual opinions with his exhibit of facts or of merely coloring them according to his own point of view.

The fact that there are limits beyond which statistics cannot go, must not deter the statistician. Even in that part of statistics which occupies itself most with mere figures, financial statistics, there are points which the statistician cannot reach.

Should no attempt be made to give educational statistics because they also have their limits; because it will be difficult, if not absolutely impossible, to give all the individual methods of instruction or the free form of scientific activity at a university? Most assuredly not, for, even if only attempts are made, the way may be cleared and the limits of inquiry more clearly defined.

The development of statistics as a science has convinced statisticians that there is only one admissible method of giving facts, viz, the comparative method, the results of which gain all the more trustworthiness the wider the range from which facts have been gathered.

The question as to whether there can be any educational statistics naturally leads to the question of the possibility of *international* educational statistics.

It cannot be denied that the best and noblest blossom on the tree of human culture, the development of the intellect and of morals, blooms in every country on its own ground and under peculiar conditions. The educational system of a nation bears, therefore, in every country its own distinctive impress, to understand which thoroughly would require a retrospective view as well as a study of the present condition. The same difference observable in the financial, military, or commercial state of nations may also be seen in their different educational systems.

The way in which education develops itself in a country will be the only sure standard of measuring the intellectual development of its inhabitants. The gathering and exhibiting of the facts which express this development are therefore synonymous with the statistics of a nation's most cherished treasure, its intellectual development. And as there is only one true intellectual development, though showing itself in different forms, thus there can also be only one way of statistically representing it. Educational statistics must, therefore, besides schools, in the proper sense of the word, also include all other institutions for the promotion of science and art.

International educational statistics must therefore have regard to institutions which may exist in one and not in another state, where, it may be, education has not yet reached a sufficiently high degree of development or where peculiar circumstances prevent the establishment of certain institutions of learning; provided only that such facts form really essential points in the educational system of a nation—for educational statistics are not to be a mere curiosity shop. Since there is no doubt, then, as to the feasibility of exhibiting the educational statistics of a country, it will much less be doubted that *such an exhibit will exercise a beneficial influence on education itself.*

XVI REPORT OF THE COMMISSIONER OF EDUCATION.

Here, also, as in so many other respects, it proves true that good statistics are the common property of the whole nation. Napoleon I said: "Statistics mean the keeping an exact account of a nation's affairs, and without such an account there is no safety." And Goethe said: "I do not know whether figures govern the world, but this I do know—they show *how* it is governed."

Good educational statistics will show the present generation occupied with caring for a future one; it will faithfully depict a nation's hopes and fears connected with this care, and will thereby enable states and individuals to preserve the intellectual heritage of centuries long gone by, and transmit it to the coming generations. Educational statistics alone can show the way out of the bewildering maze of different educational systems; they will be of more than ordinary importance in a state occupied with a reform of its educational system. All such reforms would build on a very unsafe foundation if they had not been preceded and were not constantly accompanied by most exhaustive educational statistics.

Dr. Engel, the eminent director of the Prussian Bureau of Statistics, under the head of methods of exhibiting the results of statistical inquiry, enumerates (1) descriptive exhibit, (2) tabular exhibit, and (3) graphic exhibit.

In preparing these reports I have not been unmindful of this threefold presentation of results, but the means at the command of the Office have not permitted that use of graphics which I have desired. A few, however, of an inexpensive character, are introduced in connection with the summaries which follow.

TABLE I.—PART 1.—*Summary (A) of school age, population, enrolment, attendance, &c.*

States and Territories.	School age.	School population.	Number between 6 and 16 years of age.	Number enrolled in public schools.	Average daily attendance.	Average duration of school in days.
Alabama.....	7-21	369,447	.....	141,230	101,676	82
Arkansas.....	6-21	190,282	.....	31,150	.....	.....
California.....	5-17	200,066	a200,066	147,863	89,539	147
Colorado.....	6-21	21,612	.....	14,085	8,141	.....
Connecticut.....	4-16	137,099	114,249	119,208	675,822	177.5
Delaware.....	5-21	35,649	.....	24,061	.....	.....
Florida.....	4-21	c74,828	.....	26,052	16,720	.....
Georgia.....	6-18	394,037	.....	179,405	115,121	.....
Illinois.....	6-21	992,354	.....	694,489	420,031	.....
Indiana.....	6-21	694,706	521,030	498,726	298,324	128
Iowa.....	5-21	568,026	365,493	421,163	251,372	145
Kansas.....	5-21	232,861	135,750	157,919	118,612	108
Kentucky.....	d6-20	512,808	.....	248,000	160,000	110
Louisiana.....	6-21	266,033	.....	85,000	54,390	135
Maine.....	4-21	217,417	.....	155,428	104,318	117
Maryland.....	5-20	276,120	.....	150,276	75,726	184
Massachusetts.....	5-15	297,202	.....	307,832	222,704	176
Michigan.....	5-20	469,444	.....	357,139	210,000	148
Minnesota.....	5-21	238,362	.....	162,551	.....	82
Mississippi.....	5-21	324,980	.....	160,528	97,302	e77
Missouri.....	6-20	725,728	.....	394,848	182,000	60
Nebraska.....	5-21	92,161	.....	56,774	.....	127
Nevada.....	6-18	8,475	.....	5,521	3,832	142.8
New Hampshire.....	4-21	73,418	.....	68,035	47,921	92
New Jersey.....	5-18	318,378	.....	198,709	107,961	184
New York.....	5-21	1,586,234	.....	1,023,715	559,537	178.5
North Carolina.....	6-21	408,296	.....	201,459	104,173	60
Ohio.....	6-21	1,027,248	757,440	722,240	448,180	160

a Number between 5 and 17.

b For the winter; 63,583 for the summer.

c In 1873.

d For colored population the school age is from 6 to 18.

e In the counties; in the cities, 200 days.

SCHOOL STATISTICS OF STATES AND TERRITORIES. XVII

TABLE I.—PART 1.—Summary (A) of school age, population, &c.—Continued.

States and Territories.	School age.	School population.	Number between 6 and 16 years of age.	Number enrolled in public schools.	Average daily attendance.	Average duration of school in days.
Oregon	4-20	50,649	.....	45,584	30,389	.....
Pennsylvania	6-21	a1,200,000	.....	907,412	575,597	148.94
Rhode Island	5-15	653,316	.....	43,698	29,276	181
South Carolina	6-16	228,128	228,128	102,396	.....	60
Tennessee	6-18	442,458	.....	227,643	142,266	70
Texas	8-14	127,085	.....	109,052	.....	66
Vermont	5-20	92,925	.....	72,909	45,318	.....
Virginia	5-21	482,789	307,230	204,974	117,843	112
West Virginia	6-21	184,760	.....	123,504	72,278	95.04
Wisconsin	4-20	478,388	.....	291,270	.....	c149
Total		14,093,778	2,629,386	8,881,848	4,886,289	.....
Arizona	6-21	2,955	.....	903	589	190
Dakota	5-21	11,046	.....	6,431	.....	75.6
District of Columbia	6-17	d31,671	e29,133	21,264	16,318	188
Idaho	5-18	2,777	.....	2,724	.....	.....
Montana	4-21	4,892	.....	4,507	.....	.....
New Mexico	7-18	d29,312	.....	5,151	.....	132
Utah	6-16	30,792	30,792	19,779	13,420	146
Washington	4-21	12,997	.....	5,385	.....	130
Wyoming	7-21	.....	.....	1,690	.....	.....
Indian:						
Cherokees	7-21	4,041	.....	2,800	1,500	200
Creeks	10-18	716	.....	616	448	.....
Choctaws	6-20	2,300	.....	1,133	745	168
Seminoles .....	.....	471	.....	157	108	180
Total		133,970	59,925	72,630	33,119	.....
Grand total		14,227,748	2,689,311	8,954,478	4,919,408	.....

a In 1873.

b Census of 1875.

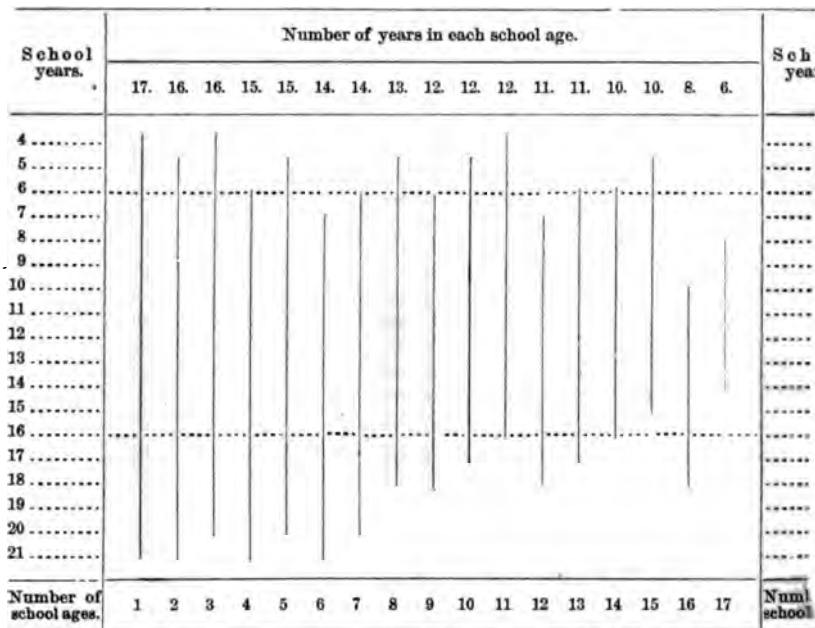
c In the counties; in the cities, 193 days.

d United States census of 1870.

e In 1870.

XVIII REPORT OF THE COMMISSIONER OF EDUCATION.

Diagram No. 1, showing the different school ages in the States and Territories during 1



The above diagram shows that there are seventeen different school ages in the States and Territories, of which the longest, from the fourth to the twenty-first year, extends over seventeen years. The shortest, from the eighth to the fourteenth year, covers a period of six years only.

The first is practically too long for any public school system which does not include superior instruction, and the last is as evidently too short to allow the timely and effectual training which every child should receive. The period of ten years between the sixth and the sixteenth year, which is approved by many of our best educators as the most suitable for public elementary and secondary education, is indicated by dotted lines which cross the diagram horizontally.

Diagram No. 2 shows on the left what percentage of the population of legal school age in the several States and Territories was in daily average attendance; and on the right what percentage of said population was enrolled in the public schools. That the school age varies widely in different States not only partially accounts for the relative positions of the States indicated in the table, but also explains how it is that in Massachusetts more than 100 per cent. of the children of school age are regularly enrolled.

The percentage of daily average attendance is not given in the States of Arkansas, Delaware, Minnesota, Nebraska, South Carolina, Texas, and Wisconsin, and in the Territories of Dakota, Idaho, Montana, New Mexico, Washington, and Wyoming.



SCHOOL STATISTICS OF STATES AND TERRITORIES. XIX

TABLE I.—PART I.—*Summary (B) of the number of teachers employed in the public schools, and the average salary of teachers per month, in the respective States and Territories.*

States and Territories.	Number of teachers employed in public schools.		Average salary of teachers per month.	
	Male.	Female.	Male.	Female.
Alabama.....	(4,145)		\$22 65	\$22 65
Arkansas.....	689	187	50 00	40 00
California.....	1, 184	1, 968	83 78	60 68
Colorado.....	183	250	56 10	51 45
Connecticut.....	758	2, 384	64 55	86 20
Delaware.....	270	231	(30 75)	
Florida.....	875	182	.....	.....
Georgia.....	a3, 267	a1, 633	.....	.....
Illinois.....	9, 162	12, 886	46 17	32 23
Indiana.....	8, 109	5, 465	61 27	39 20
Iowa.....	7, 848	12, 518	84 88	28 69
Kansas.....	2, 772	3, 270	33 19	29 82
Kentucky.....	1, 600	2, 700	40 00	35 00
Louisiana.....	767	740	45 00	35 00
Maine.....	2, 268	4, 543	41 84	25 64
Maryland.....	1, 243	1, 063	41 96	41 95
Massachusetts.....	1, 118	7, 390	75 64	33 04
Michigan.....	3, 781	9, 220	42 54	27 45
Minnesota.....	1, 711	3, 031	36 75	28 31
Mississippi.....	(4,125)		29 19½	29 19½
Missouri.....	5, 904	8, 747	(30 00)	
Nebraska.....	1, 571	2, 158	35 46	31 80
Nevada.....	36	77	112 63	85 20
New Hampshire.....	591	2, 955	38 37	24 71
New Jersey.....	954	2, 356	63 78	37 04
New York.....	7, 850	22, 311	.....	.....
North Carolina.....	1, 728	654	30 00	30 00
Ohio.....	10, 855	12, 148	.....	.....
Oregon.....	720	502	50 00	35 00
Pennsylvania.....	9, 096	11, 556	37 38	32 30
Rhode Island.....	b294	b987	30 60	45 91
South Carolina.....	1, 689	1, 035	28 32	26 87
Tennessee.....	3, 741	1, 260	28 53	28 53
Texas.....	c(3,100)		c(58 00)	
Vermont.....	720	3, 608	34 44	21 60
Virginia.....	2, 967	1, 773	33 10	27 37
West Virginia.....	2, 797	896	34 89	32 09
Wisconsin.....	(9,858)		d40 48	d36 35
Total number of teachers in States.....	(257,454)		.....	.....
Arizona.....	6	25	100 00	50 00
Dakota.....	100	154	.....	.....
District of Columbia.....	31	299	96 17	71 21
Idaho.....	.....	.....	.....	.....

a These items, compiled from later returns, were inserted after the completion of the table in the appendix.

b Includes teachers in evening schools.

c In 1875.

d In the counties; in the cities the average salaries are: of men, \$108.20; of women, \$35.93.

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TABLE I — PART 1.— *Summary (B) of the number of teachers employed in the public schools.*— Continued.

States and Territories.	Number of teachers employed in public schools.		Average salary of teachers per month.	
	Male.	Female.	Male.	Female.
Montana.....	36	64	\$64 82	
New Mexico.....	132	15		
Utah.....	232	238	\$45 00	
Washington.....	134	145	40 00	
Wyoming.....	21	27	(71 56)	
Indian:				
Cherokees.....	(93)		42 80	
Creeks.....	10	18	40 00	
Choctaws.....	(57)		26 00	
Seminoles.....	4	1	50 00	
Total number of teachers in Territories.....	(1,842)			
Grand total.....	(259,296)			

TABLE I. — PART 2.— *Summary (A) of annual income and expenditure, &c.*

States and Territories.	Annual income.	Annual expenditure.					Estimated real value of sites, &c.
		Sites, buildings, furniture, libraries, and apparatus.	Salaries of superintendents.	Salaries of teachers.	Miscellaneous.	Total.	
Alabama.....	\$417,243		\$7,500	\$384,903		\$392,493	
Arkansas.....	212,000			73,166		119,403	
California.....	3,610,162	\$221,539	(a)	2,149,436	\$378,754	2,749,729	\$5.
Colorado.....	198,975	49,365		140,780	25,111	215,256	
Connecticut.....	1,506,219	181,760	35,000	1,058,682	234,781	1,510,223	
Delaware.....	216,225		1,800	114,027	102,198	218,025	
Florida.....	94,104	14,639	6,748	74,628	5,707	101,722	
Georgia.....	434,046					6400,153	
Illinois.....	9,640,340	598,755	75,922	5,000,000	1,713,919	7,388,596	17.
Indiana.....	4,873,131	611,739		3,049,094	1,012,933	4,673,766	11.
Iowa.....	5,349,029	906,523	(a)	2,953,645	1,337,258	5,197,426	9.
Kansas.....	1,570,755		20,000	824,966		1,328,376	4.
Kentucky.....	1,827,575	5,000	25,000	1,000,000	100,000	1,130,000	2.
Louisiana.....	467,368		8,000	295,504	66,325	369,829	
Maine.....	1,007,104	62,766	30,814	951,877	125,211	1,170,668	3.
Maryland.....	1,637,583	251,339	28,250	1,085,063	272,931	1,637,583	
Massachusetts.....	65,461,598	4,787	54,984	6871,857	430,255	5,582,519	
Michigan.....	3,792,122	339,230		1,941,338	907,345	3,187,913	6.

a Included in teachers' salaries.

b These items were inserted in this summary after the completion of the table in the report. The income reported for Massachusetts is only an approximation made by the secretary of the board of education, the expenditure for Washington Territory is an estimate made by this Bureau. The expenditures for Georgia and Utah are from later returns.

c Items not all reported.

d Only a partial report.

%

50
001 80
0 00
6 00
0 00buildings, and all other
school property.4,803,244
472,883
450,9577,783,029
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9,204,189
4,337,654
2,300,000
736,575
3,023,722

0,450,000

appendix
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SCHOOL STATISTICS OF STATES AND TERRITORIES. XXI

TABLE I.—PART 2.—*Summary (A) of annual income and expenditure, &c.*—Continued.

States and Territories.	Annual income.	Annual expenditure.					Estimated real value of sites, buildings, and all other school property.
		Sites, buildings, furniture, libraries, and apparatus.	Salaries of superintendents.	Salaries of teachers.	Miscellaneous.	Total.	
Minnesota.....	\$1,181,327		\$18,625	\$791,679		\$1,181,327	\$2,999,424
Mississippi.....	496,987					481,215	
Missouri.....	1,773,464					2,374,960	
Nebraska.....	633,211	\$187,565	22,038	457,049	\$194,612	861,264	1,862,386
Nevada.....	195,535	48,862		101,016	12,882	162,760	165,801
New Hampshire.....	609,679	89,680	15,086	429,021	70,867	604,654	2,357,405
New Jersey.....	2,079,907	394,068	26,704	1,481,124	28,066	1,929,092	6,518,504
New York.....	12,110,904	1,601,071	127,000	7,915,634	1,332,529	10,976,234	
North Carolina.....	406,447	11,506		263,524	15,760	290,790	225,000
Ohio.....	7,875,901	947,399	143,724	4,957,254	1,362,691	7,411,068	21,145,127
Oregon.....	308,373	25,346		190,922	25,625	241,893	450,560
Pennsylvania.....	8,500,000	1,276,579	100,000	4,817,563	2,389,237	8,583,379	25,460,762
Rhode Island.....	730,422	224,259	11,418	412,543	77,742	725,962	2,644,541
South Carolina.....	189,353	6,101		212,582	7,338	226,021	
Tennessee.....	718,423	46,381	18,422	565,651	37,930	699,513	1,090,814
Texas.....	500,000					496,083	
Vermont.....	548,253	60,884		420,826	55,443	537,153	
Virginia.....	1,102,112	100,625	46,361	778,883	124,477	1,050,346	960,317
West Virginia.....	860,644	126,689	14,096	531,545	120,942	793,272	1,660,467
Wisconsin.....	2,743,343	274,204		1,563,038	328,291	2,249,638	5,183,902
Total.....	85,939,864	8,668,661	837,492	47,858,910	12,897,200	79,251,114	137,802,993
Arizona.....	20,708	44,436	1,100	10,400	6,907	62,843	
Dakota.....	37,668	5,704		15,639	4,988	27,362	
District of Columbia.....	370,996	27,191	12,370	239,854	91,581	370,996	1,169,614
Idaho.....	36,214			14,376	2,214	16,590	
Montana.....	37,092	24,000	4,300	25,804		54,104	80,000
New Mexico.....	25,473			15,432	3,458	18,890	
Utah.....	210,062	30,717	1,500	127,480		6210,062	
Washington.....	49,765					649,765	
Wyoming.....				16,400		16,400	
Indian:							
Cherokees.....	72,298	9,959	2,500	43,075	54,576	110,110	165,000
Creeks.....	13,000			11,200	1,800	13,000	
Choctaws.....	29,022			12,000		29,022	
Seminoles.....	4,000		250	2,250	700	3,200	
Total.....	906,296	142,007	22,020	533,910	166,224	982,344	1,414,614
Grand total.....	86,866,162	8,810,668	943,517	48,392,820	13,063,424	80,233,458	139,217,607

^aItems not all reported.

^bThese items were inserted in this summary after the completion of the table in the appendix. The income reported for Massachusetts is only an approximation made by the secretary of the State board of education, the expenditure for Washington Territory is an estimate made by this Bureau, and the expenditures for Georgia and Utah are from later returns.

XXII REPORT OF THE COMMISSIONER OF EDUCATION.

TABLE I.—PART 2.—Summary (B) of per capita expenditure.

States and Territories.	Expenditure in the year per capita of the school population.	Expenditure in the year per capita of pupils enrolled in public schools.	Expenditure in the year per capita of average attendance in public schools.	Expenditure in the year per capita of population between 6 and 16.	Expenditure in the year per capita of population between 6 and 16, including interest on the value of all school property.
Cherokees (Indian Territory)	\$24 78	\$35 76	\$62 76		
Massachusetts	15 26	14 62	19 85		
California	13 74	18 50	28 19	a\$13 74	a\$14 04
Choctaws (Indian Territory)	12 62	25 62	38 96		
Montana	11 05				
District of Columbia	10 90	16 24	21 16	11 85	14 26
Rhode Island	69 09	612 13	617 59		
Colorado	7 95	12 20	21 10		
Iowa	7 90	10 67	17 87	12 29	14 05
Nebraska	7 51	12 19			
Illinois	7 45	10 63			
Ohio	7 21	10 70	17 25	8 46	10 12
Michigan	6 05	10 80	13 52		
Indiana	5 90	8 23	13 76	7 87	9 18
Vermont	5 81	7 34	11 85		
Kansas	5 70	8 41	11 19	9 78½	
New Jersey	5 30	8 49	15 64		
Maine	5 11	7 15	10 65		
Maryland	5 07	9 32	18 50		
Oregon	4 77	5 32	7 96		
Washington	3 82	9 24			
Kentucky	2 00	4 00	5 00		
Virginia	1 98	4 66	8 11	3 11	3 30
Tennessee	1 58	3 70	4 91		
Georgia	1 10	2 42	3 77		
Alabama	1 02	2 72	3 08		
North Carolina	68½	1 39	2 60		
Arizona		20 38	31 73		
Delaware		9 65			
New Hampshire		7 34	14 40		

a Per capita of population between 5 and 17. b Current expenditure only used in these calculations.

GENERALIZATIONS BY YEARS AND BY TOPICS WITHOUT REFERENCE TO STATES.

Statistical summary showing the school population, enrolment, attendance, income, expenditure, &c., for 1873, 1874, 1875, 1876, and 1877, as collected by the United States Bureau of Education.

	Year.	Number report- ing.		In States.	In Territo- ries.
		States.	Territo- ries.		
<i>School population</i>	1873	37	11	13, 324, 797	134, 128
	1874	37	11	13, 735, 672	139, 378
	1875	36	8	13, 889, 837	117, 685
	1876	37	8	14, 121, 528	101, 465
	1877	38	9	14, 093, 778	123, 910

SCHOOL STATISTICS OF STATES AND TERRITORIES. XXIII

Statistical summary showing the school population, &c.—Continued.

	Year.	Number report- ing.		In States.	In Territo- ries.
		States.	Territo- ries.		
Number enrolled in public schools.....	1873	35	10	7,865,028	60,968
	1874	34	11	8,030,772	69,209
	1875	37	11	8,678,737	77,922
	1876	36	10	8,298,563	70,175
	1877	38	10	8,881,848	72,630
Number in daily attendance	1873	31	5	4,166,062	33,677
	1874	30	4	4,488,075	33,489
	1875	29	5	4,215,380	30,428
	1876	27	5	4,032,632	34,216
	1877	31	4	4,886,289	33,119
Number of pupils in private schools	1873	22	5	472,483	7,859
	1874	13	5	352,460	10,128
	1875	13	5	186,385	13,237
	1876	14	3	228,867	9,137
	1877	12	4	203,082	6,088
Total number of teachers.....	1873	35	6	215,210	1,511
	1874	35	8	239,153	1,427
	1875	36	9	247,423	1,839
	1876	37	9	247,557	1,726
	1877	37	9	257,454	1,842
Number of male teachers.....	1873	28	5	75,321	529
	1874	28	7	87,395	499
	1875	31	8	97,796	656
	1876	32	9	95,483	678
	1877	33	9	97,638	706
Number of female teachers	1873	28	5	103,734	786
	1874	28	7	129,049	731
	1875	31	8	132,185	963
	1876	32	9	135,644	896
	1877	33	9	138,228	986
Public school income	1873	35	10	\$80,081,583	\$844,666
	1874	37	10	81,277,686	881,219
	1875	37	8	87,527,278	1,121,672
	1876	38	9	86,632,067	717,416
	1877	37	9	85,959,864	906,298
Public school expenditures	1873	36	10	77,780,016	995,422
	1874	35	9	74,169,217	805,121
	1875	34	9	80,950,333	982,621
	1876	36	10	83,078,596	926,737
	1877	37	8	79,251,114	982,344
Permanent school fund	1873	28	1	77,870,887	137,507
	1874	28	.....	75,251,008	.....
	1875	28	3	81,486,158	323,236
	1876	30	2	97,227,909	1,526,961
	1877	26	2	\$100,127,865	2,106,961

^a The aggregate of the school funds as prepared from Table I of the appendix is \$90,019,619; this, however, does not include the funds of Illinois, Louisiana, New Hampshire, and Ohio, not reported in 1877, which amounted in 1876 to \$10,106,246. Including these funds as reported last year we have the figure given above.

XXIV REPORT OF THE COMMISSIONER OF EDUCATION.

BRIEF SUMMARY OF THE EDUCATIONAL CONDITION OF THE STATES.

The comparisons made under this head are, as a rule, between the school years 1875-'76 and 1876-'77.

NEW ENGLAND STATES—MAINE.

Here, once again, we find a considerable decrease in the reported number of youth of school age, with a like decrease in the number registered in summer schools; but the average attendance in these summer schools was 1,876 greater than in the preceding year, while in winter schools there were 2,962 more enrolled and 1,677 more in average attendance. Then, notwithstanding diminished receipts for schools and consequent diminution in the pay of teachers, the number engaged in teaching was greater than in 1875-'76, and more of them were graduates of normal schools, an indication of improving quality. The number of such normal graduates engaged, it appears, might have been considerably greater had not a mistaken parsimony led to the engagement of poor teachers at low rates in preference to giving more skilled teachers reasonable wages.

NEW HAMPSHIRE.

According to returns from the selectmen in this State, the youth between 5 and 15 appear to be 12,159 less than at the last report, while there were 1,336 more enrolled in public schools, 246 more in private schools, and 266 fewer attending no school. Male teachers were more numerous and the proportion of teachers trained in normal schools was greater; while the number of schools increased by 64, one of them a town high school. Fewer school-houses were reported unfit for use and the number supplied with blackboards was 10 greater. At other points there was a decline: smaller average attendance in the schools, smaller number in the higher branches, 34 fewer graded schools, slight decrease in the average term of schools, diminution of teachers' wages, and falling off in receipts and expenditures.

VERMONT.

With 152 fewer youth of school age (5-20) we yet find 695 more of that age in public schools, an increase of 2,028 in the total enrolment and of 5,844 in average daily attendance—a most creditable record. With 26 more public schools, the average school term was increased by one day and a tenth, and a larger proportion of male teachers was employed in the schools; there were also greater receipts for the support of the school system—an unusual thing in these hard times. With the exception of the number of children of school age, the only falling off was in the number of female teachers (largely made up by the increase of males), in the wages paid teachers, and in the general expenditures on the schools.

MASSACHUSETTS.

Advance in most respects continues to be the order of the day. Notwithstanding a decrease of 4,459 in the number of her youth of school age, Massachusetts enrolled 2,056 more in public day schools and had 3,801 more in average attendance than in 1875-'76; accommodating this increased enrolment and attendance in 14 more ordinary day schools and 4 more public high schools; although, from some cause unexplained, there were 131 fewer teachers reported in the day schools than in the previous year.¹ The evening schools were fewer by 22, and yet had 81 more teachers and 2,192 more pupils than in 1875-'76. The unincorporated private schools increased by 44, and the estimated average attendance on them by 715; but the incorporated academies seem to have lost in number of schools as the others gained, and to have had upon their rolls 1,837 fewer pupils; the tuition fees of both classes of these private schools *fall off very considerably*.

¹The number that had been trained in normal schools was, however, 618 greater; so that there was *reportedly greater teaching skill*, even with fewer teachers.

RHODE ISLAND.

Advance here too is apparent, the public schools enrolling 631 more pupils and having 541 more in average attendance, besides higher proportionate increase in the enrolment and attendance in evening schools. There were also 12 more school buildings, 31 more public day schools (30 of them graded), 24 more teachers in the day schools and 27 more in evening schools, with only a slight falling off in wages, and, what is unusual in these times, an increase in the expenditure on the schools notwithstanding a slight decrease in the income.

CONNECTICUT.

Connecticut had 1,910 more youth of school age, 102 more of them enrolled in public day schools and 364 more in other schools, 1 more public school, 7 more graded schools, 39 more school-houses in good condition, 20 more teachers in winter and 21 more in summer, with 124 more continued in the same school; the only diminutions were in teachers' wages and in the receipts and expenditures for public schools.

MIDDLE ATLANTIC STATES—NEW YORK.

With a slight increase in the school population, we are met here by an apparent decrease of 43,484 in the enrolment in public schools, due to the omission of duplicate enrolments in the New York City schools. Allowing for this change, the enrolment is increased instead of being lessened, and the average daily attendance was 17,927 greater than in 1875-'76. In most other respects there is comparatively little change, this great State holding well its previous stand as to the number of schools and of teachers, and somewhat lengthening the average school term, notwithstanding a much smaller income for the support of schools and consequent decrease of teachers' wages. A strong effort to bring about a change from the existing district system to a town system, which failed for the year, will still be firmly advocated.

NEW JERSEY.

The children of school age numbered 3,552 more than in 1875-'76, the public school enrolment 2,457 more, the average daily attendance 4,441 more, outrunning the increase of school population. The increase of public schools was 14; of departments in them, 35; of sittings for pupils, 2,601; while private and church schools fell off considerably in number, though the enrolment in those remaining was increased. Fewer teachers for public schools were licensed in the year because a higher standard was maintained, an improvement in quality being justly held more important than an increase of numbers. As elsewhere, diminished receipts for schools compelled an unfortunate reduction in the pay of teachers, though the decrease was not very great.

PENNSYLVANIA.

There being no arrangements in this State for an annual school census, the number of school age cannot be determined from year to year. As to enrolment and attendance in the public schools for 1876-'77, the record seems to indicate some arrest of the great progress which preceded the centennial year, for although the enrolment reached 5,067 more than in 1875-'76, it fell short by 7,305 of the increase in that year over the preceding one; while the average attendance, 3,121 less than in 1875-'76, forms a marked contrast with the increase in that item (26,870) which appeared in 1875-'76 over 1874-'75. The pupils in private schools also fell off 1,325, when the previous year had shown an increase of 1,058. Of course, in view of the hard times, there were smaller receipts and expenditures for school purposes and much of the cutting down of teachers' wages noted elsewhere. Other things indicate gratifying progress: 286 more public schools, 333 more of them graded, 331 more with uniform text books, 1,532 more in which drawing is taught, 494 more in which vocal music forms a study, and 185 more in which some higher branches are taught, with 460 more public school teachers.

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DELAWARE.

The public school reports in this State being biennial and none being due till the close of 1878, the information respecting the schools in 1877 is limited. The facts presented show, however, an increase of 2,474 pupils in the public schools and of 71 teachers. The items of income and expenditure for the schools and of pay for teachers are nearly the same as in the previous year.

MARYLAND.

Here, as in Pennsylvania, from the want of a school census, we can tell nothing as to growth or decrease in the population of school age; but the report for 1876-77 shows 4,078 more pupils in the public schools, 2,657 more in daily average attendance, 84 more schools for whites and 20 more for colored youth; to meet this increase, 56 more teachers to instruct new classes formed, 2 days' more time for teaching, and (an exception to the rule during the year) an increase, although not a large one, in both receipts and expenditures for State school purposes, the teachers suffering only the slight reduction of 30 cents in their average monthly salaries.

VIRGINIA.

Here there was an increase of 5,118 in number of pupils enrolled, of 2,600 in average daily attendance, of 134 in number of schools taught, and of 120 in that of teachers employed, with a decrease of \$19,332 in expenditures for public schools, of \$1.85 in the average monthly pay of men, and of \$3 in that of women.

SOUTHERN ATLANTIC STATES—NORTH CAROLINA.

In North Carolina there has been an increase of 13,807 in school population and of 2,699 in enrolment; a decrease of 512 in the number of teachers employed, of \$94,561 in receipts for public schools, and of \$46,450 in expenditures.

SOUTH CAROLINA.

In South Carolina the figures show a decrease in all important points since 1875-76. The number of youth of school age is less by 9,843; that of enrolment in public schools, by 20,689; that of public schools taught, by 293; that of teachers employed, by 394; the public school receipts fell off \$267,907 and the expenditures \$197,850.

GEORGIA.

Georgia makes no report for 1877 as to the condition of public schools, the educational reports there being biennial. A letter from Superintendent Orr, however, states, in general terms, that the public school system is steadily gaining ground.

FLORIDA.

Since the printing of the abstract for this State the statistics for 1876-77 have come in. They show a decrease of 1,843 in the youth of school age; an increase of 5,081 in the enrolment in public schools, of 5,152 in the average attendance, of 271 in the number of teachers employed, of 216 in the number of public schools, and of \$37,618 in the expenditure for them—an encouraging record.

GULF STATES—ALABAMA.

The school statistics from Alabama show an encouraging advance in 1877. There is an apparent decrease of 35,779 in school population, but this results chiefly from a change in the legal school age, which now includes youth from 7 to 21, instead of *from 5 to 20, as formerly*. There is an increase of 14,337 in the number enrolled in *public schools, of 1,012 in the number of schools reported, of 2 days in length of term,*

of 374 in the number of teachers employed, of 65 cents in their average monthly pay, of \$79,966 in the receipts for school purposes, and of \$55,217 in the expenditures.

MISSISSIPPI.

In Mississippi there was a decrease reported of 30,930 in school population, of 14,024 in colored youth attending public schools, of 14,207 in average enrolment, of 3 days in the average term of country schools, and of \$10.67½ in the average monthly salary paid teachers. There were, on the other hand, 8,348 more white youth in the schools than last year, 25 more days of school term in cities, and 696 more white teachers and 454 more colored teachers employed. There was, too, a reported increase in the public school income of \$55,564 and in expenditure of \$63,455.

LOUISIANA.

In Louisiana, with an increase of 10,693 in public school enrolment, of 2,075 in average attendance, of 38 days in the school term, of \$14 in the monthly pay of men teaching and of \$4 in that of women, there was a decrease of 8,655 in school population, of 108 in the number of teachers employed, of \$308,641 in the receipts for school purposes, and of \$406,180 in the expenditures.

TEXAS.

In Texas the figures show a decrease from 1875, the date of the last report, of 83,837 in school population (largely if not wholly due to a change in the school age from 6-18 to 8-14), of 15,515 in enrolment, of \$230,153 in expenditure, and of 12 days in the school term. The only items which offset these are those of public schools reported and of the expenditure on each pupil enrolled, the schools numbering 389 more than in the year 1875-76 and the expenditure for each pupil increasing by 23 cents.

NORTHERN CENTRAL STATES—NEBRASKA.

Nebraska has for some years past printed no school report, and has had to struggle with the impoverishment from drought and locusts which in 1874 and 1875 put a sudden check to her previously swift advance. The Legislature, from this impoverishment, cut down the school tax in 1875 from 2 mills to 1 mill on the dollar, and made other changes which greatly reduced the resources of the public schools. The State superintendent thinks, however, that in 1877 the aspect of school affairs was brightening, and that there are the beginnings of a fair progress upward and onward in the schools.

MINNESOTA.

Minnesota reports an additional enrolment in the schools which exceeds the 10,000 increase of school population, 22 more school-houses, a school term longer on an average by 4 days, 339 more teachers in public schools, an increase of the pay of men teachers, with an average decrease in that of women of 79 cents a month. The returns from local officers are not sufficiently full and accurate to determine whether income and expenditure for public schools increased or decreased, but there seems to have been some decrease.

WISCONSIN.

Wisconsin reports an increase of 3,577 children of school age, of 8,972 in the public school enrolment of these, besides 112 above or under age. There were, too, 21 more State school-houses, 40 more of brick or stone, 127 more with good outbuildings, more graded schools, more that supplied text books to their pupils, larger valuation of school property, and larger receipts and expenditures for schools. There was hardly any falling off except in the length of the school term, the pay of women teachers in the cities, the general pay in county schools, and the attendance in private schools.

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MICHIGAN.

The figures here show a large proportionate increase, for, although the population of school age was only 469,444 in 1876-'77, that was an advance of 9,636 on the number for 1875-'76, while the additional enrolment in the public schools (12,043) and the additional average attendance in them (10,000) more than overtook the advance in the census of school children. Then, too, though there were 8 fewer graded schools reported, the number of ungraded ones increased by 121, the number of school-houses by 147, the sittings in them by 5,096, and the teachers numbered 167 more, with a larger proportion of them men than in the year before. This, moreover, does not include private schools, of which there were 11 more reported, with an increase of 10 teachers and of 925 pupils. The pay of men teaching in the public schools, however, fell off \$5.96 a month on an average and that of women 83 cents a month, while school receipts throughout the State decreased by \$275,680 and the expenditures by \$277,884.¹

IOWA.

This vigorous young State of the West plucks the palm for 1876-'77 from the hands of the greatest eastern ones, showing an increase over 1875-'76 of 13,939 youth of school age, of 22,338 registered in public schools, of 22,057 in average attendance, of 565 public schools, of 9 days in the average length of the school term, of 388 public school-houses, of 814 teachers, and of \$908,844 expenditure for schools. A diminution of \$38,495 in the receipts for public schools seems as nothing in comparison with these great gains, and so does the slight decrease of 473 in the attendance on private schools. The male teachers had their pay cut down \$2.49 on an average a month; women's pay was raised about 60 cents a month, a necessarily smaller rate because they are much more numerous.

ILLINOIS.

In Illinois there are biennial reports in even years, so that full statistics cannot be had for the odd one. But the few given show steady progress: 18,765 more children of school age, 27,043 more enrolled in public schools, 10,000 more in private schools, public school-houses increased by 390 and the receipts for the support of such schools by \$1,191,873; the only falling off was in the number and pay of teachers (this last not going so far as in many other States), in the expenditures for schools, and in the estimated value of school property, put lower probably to correspond with the shrinkage of values in general.

INDIANA.

The full statistics of this State are presented only in the alternate, even years, a brief abstract of them going to the governor in the odd years. Those for 1877, compared with the fuller ones of 1876, seem to show decrease in important points. Thus, though the youth of school age numbered 15,476 more and the teachers employed 163 more, there were 17,544 fewer pupils reported as enrolled in the State schools and 15,844 fewer in average daily attendance, with a decline of \$210,196 in school income and of \$247,319 in school expenditure, the wages of male teachers diminishing on an average \$1.93 a month and those of women \$2.20. These showings form a trying contrast to those of the year before, when, except in the pay of male teachers, there was a large advance at all these points.

¹ The statistics of public high schools for this State will not be found in their place in the abstract. They are, as derived from the tables of Superintendent Tarbell's report for 1876-'77, schools with at least one class in high school studies, 85; pupils in such studies, 5,852. The studies include arithmetic, algebra, geometry, drawing, composition, grammar, general history, the natural sciences, government, rhetoric, English literature, French or German, and in many cases Latin and Greek. For statistics of commercial and business colleges, private academic schools, and preparatory departments of colleges in the State, see Tables IV, VI, and IX of the appendix following, and the summaries of them in this part of the report.

OHIO.

The statistics of 1876-'77 show that the school population of Ohio (1,027,248) increased only 1,613 over that of the preceding year, her enrolment fell off 723, and the average attendance in her 15,000 public schools did not keep pace with that in her much less numerous private schools. There was an increase in some other things, but a proportionately small one; 36 more public school-houses, 553 more public school rooms, 157 more teachers, and 185 more permanently employed; the teachers suffered, however, on the whole, a considerable apparent decrease in their salaries, and, as in other large States, the receipts and expenditures for schools fell off, to the extent of \$729,230 in receipts and \$426,136 in expenditures.

SOUTHERN CENTRAL STATES—WEST VIRGINIA.

West Virginia shows an increase of 4,863 in school population, of 8,204 in pupils enrolled, of \$107,167 in school income, and of \$78,112 in expenditure. There were 110 more public schools in operation than the previous year and 232 more teachers. The average attendance, on the other hand, was 4,190 less; the average monthly pay of men teaching was decreased by 14 cents and that of women by \$1.32.

KENTUCKY.

In this State there was an increase of 13,777 in school population, with a decrease of 17,607 in average attendance and of 59 in the number of school-houses built. The income for public school purposes was greater by \$313,786 and the estimated value of school property by \$330,000.

TENNESSEE.

Here there has been an increase of 8,327 in scholastic population, of 33,463 in enrolment, of 16,358 in average daily attendance, of 707 in the number of public schools, of \$41,870 in the valuation of school property, and of 791 in number of teachers employed, with a decrease of \$3.65 in their average monthly pay. Receipts for schools fell off \$120,312 and expenditures \$37,148.

MISSOURI.

The failure of the Legislature to provide for the printing of the annual State report for 1877 deprives us of the opportunity to compare the educational condition with that of the preceding year. Hannibal, Kansas City, St. Joseph, and St. Louis send statistics and printed statements which indicate educational activity and progress, St. Louis particularly, with her excellent school system, almost redeeming by her steadfastness of advance the comparative sluggishness in school affairs of some other portions of the State.

KANSAS.

In 1877 there was an increase of 19,884 in youth of school age, of 10,695 in the enrolment in public schools, and of 28,716 in the average daily attendance.¹ There were also 127 more school-houses, 475 more teachers, 4.5 more days in the average school term, an increase of \$2.79 in the average monthly pay of women, and a reduction of only 47 cents in that of men. Income for schools was \$326,067 larger, expenditure for them \$129,939 greater than in the preceding year; and almost everything indicates advance, except that the available and the estimated permanent school funds show a decrease.

ARKANSAS.

Statistics from Arkansas, received since the abstract for that State went to press, indicate an increase for 1876-'77 of 14,437 in the number of youth of school age, of 17,480

¹ The large increase here noted was based on a written return made to this Office by the State superintendent. From the printed biennial report, however, received since this matter was put in type, it would appear that the increase in average attendance is 4,113 instead of 28,716.

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in the enrolment in public schools, of 365 in the number of teachers employed, and of \$23,928 in the expenditures for the school system; but a decline of 1,015 in the number of school-houses reported, of \$194,892 in the cost of these, and of \$118,069 in the receipts for school purposes.

STATES ON THE PACIFIC SLOPE—CALIFORNIA.

In California there was an increase during the year of 15,280 in youth of school age, of 9,115 in public school enrolment, of 6,148 in average daily attendance, and of 719 enrolled in private schools. The number not attending any school was greater by 6,012, while that of Mongolian children in school has decreased by 117. There was an increase of 187 in the number of schools taught, of one day and four-tenths in their average length, of 23 in the number of school-houses erected, of 185 in that of teachers employed, and of 84 who were normal school graduates. The average monthly pay of men shows a decrease of \$1.22 and that of women an increase of \$1.53. The total receipts for school purposes were \$307,559 greater than the previous year, while the expenditure was \$108,871 less.

NEVADA.

The school statistics for Nevada show progress in all important respects except in that of the length of school term, which was decreased by 14 days. There was an increase in school population of 937, in public school enrolment of 439, in average daily attendance of 546, in attendance on private schools of 231, with a decrease of 69 not attending any school. The monthly wages paid teachers was \$3.71 greater, and the receipts for public schools were increased by \$7,418 and the expenditures for them by \$1,462.

OREGON.

Here the figures show an increase in all points. While the school population is only 2,176 more than in 1876, the enrolment in public schools has increased by 18,158, the average daily attendance by 14,824, the receipts for public schools by \$38,551, expenditures by \$7,980, and the number of teachers employed by 196.

COLORADO.

Colorado presents only brief statistics of its schools for 1877. These seem to show decline in school population, enrolment, income and expenditure, and pay of men teaching, with some increase of average attendance in the schools and a considerable one (\$3.45) in the average monthly pay of women. But the statistics, as the superintendent says, are not complete from the Mexican counties of the State, and he very properly declines to piece them out by any guessing.

EDUCATIONAL CONDITION OF THE TERRITORIES.

	1875-'76.			1876-'77.		
	School population.	Enrolment.	Average attendance.	School population.	Enrolment.	Average attendance.
Arizona	2,955	1,213	900	.....	903	580
Dakota	10,396	5,410	.....	11,046	6,431	.....
District of Columbia.....	31,671	19,629	14,907	31,671	21,264	16,318
Idaho	2,777	2,724	.....	.....	.....	.....
Montana.....	4,238	2,734	2,000	4,892	4,597	.....
New Mexico .....	.....	.....	.....	.....	.....	.....
Utah	30,900	19,886	13,608	30,792	19,779	13,420
Washington	11,000	7,500	.....	12,997	5,835	.....
Wyoming.....	.....	.....	.....	.....	.....	.....

From the above comparison, it appears that Dakota, the District of Columbia, and Montana had a larger number of children in school in 1877 than in the previous year, while in Arizona, Utah, and Washington Territories the attendance was smaller. Washington, however, with a greater school population and fewer children enrolled, reports an increase in the number of schools and teachers and in the length of school term. New Mexico and Wyoming furnish no information upon which a comparison of school statistics for the two years can be based. A statement, however, has been received from the governor of Wyoming, Hon. J. W. Hoyt, giving a very encouraging account of the condition and efficiency of the schools there.

DISTRICT OF COLUMBIA.

In the District of Columbia, notwithstanding serious obstacles, there has been a substantial advance. As shown by the above figures, there was an increase of 1,635 in the number of children enrolled and of 1,411 in average attendance. There were also 1,483 more seats provided than the previous year. Some of the buildings occupied by schools are entirely unfit for school purposes, hindering the success of the teachers and imperilling the health of the children. The good of the schools and the honor of the country imperatively demand at the capital of the nation appropriate buildings sufficient for the education of all the children entitled to attend. The advance in the qualifications of teachers is gratifying, and has been specially promoted by the establishment of a normal school for girls. The addition of high schools to the present grades of instruction would greatly increase their efficiency and supply opportunities specially needed by the youth of the District.

ALASKA.

Although the people of Alaska so far as not "uncivilized" are guaranteed by treaty the rights of American citizens, the Territory remains altogether without the application of law in the protection of life, person, or property, or provisions for the organization of society, save so far as the revenue laws of the United States have been extended to it. Two schools are maintained according to contract among the Aleuts engaged in the seal fisheries; beyond this no Government provision is made for education. The following letter deserves special attention:

OFFICE OF THE ROCKY MOUNTAIN PRESBYTERIAN
AND HOME MISSIONS FOR THE TERRITORIES,
Denver, Colo., December 27, 1877.

DEAR SIR: Knowing your interest in everything that pertains to the education of the masses, permit me to call your attention to Alaska.

On the 30th of March, 1867, Alaska was purchased from Russia for \$7,200,000. On the 28th of May the purchase was ratified by the United States Senate, and on the 18th of October the country became a portion of the United States.

As it is the latest of our territorial acquisitions, so it is the least known. Indeed, the interior regions of the country away from the Yukon River are as unknown as any portion of Africa. The coast and island section has been explored somewhat by the United States Coast Survey and the Yukon River by the scientific corps of the Western Union Telegraph expedition of 1864 to 1867.

The explored portions of the country have been found to be rich in fur, lumber, coal, copper, sulphur, petroleum, amber, silver, and gold. It has also valuable fisheries. During the coming year capitalists are expected to establish a cannery for salmon at Clawock at an expense of \$100,000. Other parties are interested in establishing a stamp mill for the reduction of gold at Sitka, and still others in developing valuable copper mines on Karta Bay. Thus the resources of the country are commencing to attract attention.

The native population of Alaska is variously estimated, from 26,000 to 70,000. In the northern and central section of the country they are evidently of Esquimaux descent; in the southern and island regions, of Indian descent. They are, however, in civilization, far in advance of the blanketed Sioux of Dakota. In the northern country they reside in permanent underground houses called topeks. On the southern coast they have large plank barrabors, or houses above ground. They have also, to some extent, adopted European styles of dress. Many paint their faces with oil and lampblack, which gives them a repulsive appearance. Polygamy is common among

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the rich. Feasts are given on the erection of a new house, marriages, births, naming of children, deaths, &c. These feasts consist of dancing, singing, and feasting. A summary cure for crying babies is to hold them in the sea until they cease crying. Children on the coast are bathed in the sea daily, and learn to swim about as soon as they learn to walk. The incurable sick and old are sometimes killed. They have a great variety of household utensils made from the horns of mountain sheep and goats, from the fossil ivory of their country, and from wood. Some of these are elaborately carved.

Russia gave them government, schools, and the Greek religion, but when the country passed from their possession they withdrew their rulers, priests, and teachers, while the United States did not send any others to take their places. Alaska, to-day, has neither courts, rulers, ministers, nor teachers. The only thing the United States have done for them has been to introduce whisky. So that the Alaskan can answer as it is said a Chippewa did when asked if he was a christian Indian, "No, I wishky Injen."

The first school was established by Shelikoff on the Island of Kodiak, the pupils receiving instruction in the Russian language, arithmetic, and religion. This was about 1792. A few years later one was established in Sitka. In 1841 an ecclesiastical school was opened in Sitka, which in 1845 was raised to the rank of a seminary. Little was taught in the schools besides the rites of the Greek Church and the art of reading the ecclesiastical characters. In 1860 a colonial school was opened with 12 students. In 1862 it contained 27 students, only 1 of whom was a native. In 1839 a girls' school was established for orphans and children of the employes of the Fur Company; in 1862 it had 22 pupils. In 1825 a school was established on Unalaska Island for natives; in 1860 it had 30 boys and 43 girls. A school at Amlia Island, in 1860, had 30 pupils. A school-house was built on the Lower Yukon, but had no pupils. Since the American occupation these schools have been broken up. On the Seal Islands, over a thousand miles from Kodiak, the Alaska Commercial Company has maintained schools at St. George with an average attendance of 18 scholars and at St. Paul with an average of 20 pupils. The great mass of the population were left, however, without any educational advantages, and were rapidly losing what they had gained in the Russian schools.

Last summer I visited the southern coast of Alaska in the interests of the Presbyterian Board of Home Missions, and placed Mrs. A. R. McFarland in charge of a school commenced by the natives themselves at Fort Wrangell. I met among the natives many indications of a great desire for schools. Early next year we expect to send Rev. J. G. Brady and Miss Kellogg to Sitka to establish a school there, and, if possible, also Rev. S. Hall Young to assist in the work at Fort Wrangell. Already the attendance at Fort Wrangell is excellent, and we have every assurance of success at both places, and an invitation to open schools at other points. At Wrangell, which is a central place for many miles up and down the coast, there should be an industrial school, and we expect soon to commence it in a small way. Indeed, it is absolutely necessary in order to give shelter to the young school girls, who would otherwise be sold by their mothers for purposes of prostitution.

Several points should be specially noted:

(1) We find here the practice of parents selling their daughters at the age of 12 or 14 years for purposes of prostitution.

(2) The belief in witchcraft is all prevalent, and our teachers have had to interfere to save the lives of those accused, and who were actually being tortured to death.

Surely it is appalling to find such practices existing in our land and exciting so little attention. This leads me to say—

(3) That there is no law in Alaska, as the jurisdiction of the courts has not been extended over that country.

(4) It should be constantly kept in mind that these people, even in their present ignorance and degradation, are self-supporting; that they do not need from the General Government food, clothing, or annuities, but only guidance and aid in securing schools, improving their industries, and acquiring the arts and customs of civilized life.

(5) It is of interest to those engaged in promoting Indian civilization and who have encountered the embarrassments of tribal relations to know that there is no necessity for recognizing these relations.

Please do what you can to awaken an interest in behalf of that portion of our country. I hope to make another trip there as early as circumstances will permit.

SHELDON JACKSON,

Superintendent of Presbyterian Missions in the Territories.

HON. JOHN EATON,
Commissioner of Education.

SCHOOLS FOR THE COLORED RACE.

In order to comprehend the difficulties encountered by the friends of universal instruction in the States where slavery has been more recently abolished, certain facts should be remembered:

(1) That the interests of slavery did not permit the instruction of the colored people.

(2) That during the existence of slavery the universal education of the whites was felt to be in some sense a source of danger to the progress of slavery.

(3) That as a consequence the philosophy of education in its comprehensiveness was not understood; the facts which illustrated the benefit of universal education could not and did not exist for those communities.

(4) When, therefore, slavery passed away and the several States where it had existed attempted to establish universal education, there was (a) a lack of its methods, (b) of its philosophy, and (c) of its results, either upon individuals or upon society, as regards its advantages in promoting virtue and social order or in producing wealth.

(5) All the questions that arose were complicated by the influence of race prejudice. This is nothing new; it is only what has occurred in other lands, and, indeed, elsewhere in our own country, as, for example, will be found in studying the history of the efforts to educate the colored people in New York City.

(6) The colored people on their part entertain erroneous anticipations of what education is and what it was to do for them; and not a few intelligent whites were influenced by the idea that education as offered to the negro would destroy him as a laborer. Indeed, they were not familiar with the effect of education upon the laborers of any race.

(7) Added to all these was the feeling of extreme poverty.¹

(8) The progress noted in the summaries given should be studied in the light of these facts. It is plain that those results could not have been accomplished without a change of position on the part of many leading minds. Indeed, it has been true that an honest study of the facts has been followed with the approval of the great principle which underlies the most successful system in the country.

The many questions of race discussed among us render of peculiar interest all facts in regard to the progress of education among the colored people. Special attention is invited to the following tables:

¹ The attitude of the struggle is well illustrated by the discussion between Hon. W. H. Ruffner, superintendent of public instruction for the State of Virginia, and Rev. Dr. R. L. Dabney, an eminent citizen of that State. Dr. Dabney having published an article against negro education and the school system generally in a Virginia newspaper, a discussion ensued in the course of which Mr. Ruffner maintained, first, that "Unless we propose to abolish education wholly we must employ the public system, because we are too poor to do without it;" secondly, Dr. Dabney errs in holding that "If our civilization is to continue there must be at the bottom of the social fabric a class who must work and not read," since the history of prominent industrial nations points to a different conclusion; Virginia's greatest statesmen, moreover, have persistently urged the policy of widespread popular education; thirdly, admitting religious instruction to be necessary to the proper development of the child and conceding that the State has no right to teach anything of a sectarian character, yet the State "may formally teach the recognized morality of the country;" fourthly, illiteracy is not so prevalent in countries having systems of popular education as in those without such a system; fifthly, ignorance and crime are closely related; sixthly, the hope of prosperity in the South is to be based on the negro's elevation and development and not on his extermination.

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Table showing the comparative population and enrolment of the white and colored races in the public schools of the recent slave States for 1876-'77.

States.	White.			Colored.		
	School population.	Enrolment.	Percentage of the school population enrolled.	School population.	Enrolment.	Percentage of the school population enrolled.
Alabama.....	a236,520	86,485	37	a168,706	54,745	32
Arkansas.....	b23,949	b23,895	17	43,518	b7,255	17
Delaware.....	31,849	22,398	70	3,800	1,663	44
Florida.....	40,606	b14,948	37	42,001	b16,185	39
Georgia.....	218,733	107,010	49	175,304	48,643	28
Kentucky.....	c459,253	228,000	50	c53,126	19,107	36
Louisiana.....	d88,567	b45,000	51	d108,548	b40,000	37
Maryland.....	e213,669	125,737	59	e63,591	24,539	39
Mississippi.....	150,504	84,374	56	174,485	76,154	44
Missouri.....	692,818	381,074	55	32,910	13,774	42
North Carolina.....	267,265	128,280	48	141,031	73,170	52
South Carolina.....	83,813	46,444	55	144,315	55,952	39
Tennessee.....	330,635	171,535	52	111,523	43,043	39
Texas.....	f135,430	85,620	63	f30,587	23,432	77
Virginia.....	280,149	140,363	50	202,640	65,043	32
West Virginia.....	a178,780	a120,657	a67	a5,980	a2,847	a48
District of Columbia.....	20,671	15,310	74	11,000	5,954	54
Total.....	3,573,511	1,827,139	.....	1,513,065	571,506	.....

a For 1875-'76.

b Estimated by the Bureau.

c For whites the school age is 6-20; for colored, 0-16.

d Exclusive of that of New Orleans.

e Census of 1870.

f The school age in Texas at our last report was 6-18; it has been made 8-14, considerably lessening the school population.

Statistics of institutions for the instruction of the colored race for 1877.

Name and class of institution.	Location.	Religious denomination.	Instructors.	Students.
NORMAL SCHOOLS.				
Rust Normal Institute.....	Huntsville, Ala.....	Meth.....	2	60
State Normal School for Colored Students.....	Huntsville, Ala.....	.....	.....	81
Lincoln Normal University.....	Marion, Ala.....	.....	3	120
Emerson Institute.....	Mobile, Ala.....	Cong.....	4	147
State Normal School for Colored Students.....	Pine Bluff, Ark.....	.....	2	83
Normal department of Atlanta University.....	Atlanta, Ga.....	Presb.....	.....	168
Lewis High School.....	Macon, Ga.....	Cong.....	3	89
Haven Normal School.....	Waynesboro', Ga.....	Meth.....	4	125
Peabody Normal School.....	New Orleans, La.....	.....	5	95
Baltimore Normal School for Colored Pupils.....	Baltimore, Md.....	.....	3	134
Centenary Biblical Institute.....	Baltimore, Md.....	Meth.....	4	77
Tougaloo University and Normal School.....	Tougaloo, Miss.....	Cong.....	8	106

EDUCATION OF THE COLORED RACE.

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Statistics of institutions for the instruction of the colored race for 1877—Continued.

Name and class of institution.	Location.	Religious denomination.	Instructors.	Students.
Lincoln Normal Institute	Jefferson, Mo.		6	122
State Normal School for Colored Students	Fayetteville, N. C.		3	71
Bennett Seminary	Greensboro', N. C.	Meth	2	75
St. Augustine's Normal School	Raleigh, N. C.	P. E.	4	127
Shaw University	Raleigh, N. C.	Baptist	5	240
Avery Normal Institute	Charleston, S. C.	Cong	9	315
Fairfield Normal Institute	Winnaboro' S. C.	Presb		340
Freedman's Normal Institute	Maryville, Tenn.	Friends	13	304
Le Moyne Normal and Commercial School	Memphis, Tenn.	Cong	9	295
Hampton Normal and Agricultural Institute	Hampton, Va.	Cong a.	14	274
Richmond Institute	Richmond, Va.	Baptist	5	104
Richmond Normal School for Colored Pupils	Richmond, Va.		6	232
Miner Normal School	Washington, D. C.		3	27
Normal department of Howard University	Washington, D. C.	Non-sect.	2	74
Normal department of Wayland Seminary	Washington, D. C.	Baptist	(b)	(b)
Total			119	3,785
INSTITUTIONS FOR SECONDARY INSTRUCTION.				
Trinity School	Athens, Ala.	Cong		139
Talladega College	Talladega, Ala.	Cong	10	236
Cookman Institute	Jacksonville, Fla.	Meth	3	62
Clark University	Atlanta, Ga.	M. E.	4	110
St. Augustine's School	Savannah, Ga.	P. E.	3	75
La Têche Seminary	Baldwin, La.	Meth		
St. Frances Academy for Colored Girls	Baltimore, Md.	R. C.		95
Scotia Seminary	Concord, N. C.	Presb	8	128
St. Augustine's School	New Berne, N. C.	P. E.	2	224
Williston Academy and Normal School	Wilmington, N. C.	Cong	5	84
Albany Enterprise Academy	Albany, Ohio	Non-sect.		23
High School for Colored Pupils	Charleston, S. C.	P. E.	4	224
Wallingford Academy	Charleston, S. C.	Presb		220
Brainerd Institute	Chester, S. C.	Presb	3	277
Benedict Institute	Columbia, S. C.	Baptist	4	117
Brewer Normal School	Greenwood, S. C.	Cong		49
Clafin University	Orangeburg, S. C.	M. E.	4	120
Canfield School	Memphis, Tenn.	P. E.	1	100
Nashville Institute	Nashville, Tenn.	Baptist	6	195
Wiley University	Marshall, Tex.	M. E.	2	58
St. Stephen's School	Petersburg, Va.	P. E.	5	150
St. Philip's School	Richmond, Va.	P. E.	2	86
St. Mary's School	Washington, D. C.	P. E.		40
Total			66	2,807
UNIVERSITIES AND COLLEGES.				
Atlanta University	Atlanta, Ga.	Cong	5	33
Berea College	Berea, Ky.	Cong	c13	129
Leland University	New Orleans, La.	Baptist	4	4
Straight University	New Orleans, La.	Cong	7	223
New Orleans University	New Orleans, La.	Meth	c12	110
Shaw University	Holly Springs, Miss.	Meth	6	130

a In addition to the aid given by American Missionary Association, this institute has an appropriation from the State. b Reported under schools of theology. c For all departments.

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Statistics of institutions for the instruction of the colored race for 1877—Continued.

Name and class of institution.	Location.	Religious denomination.	Instructors.	Students.
Alcorn University	Rodney, Miss	Non-sect..	5	88
Biddle University	Charlotte, N. C.	Presb.	a7	126
Wilberforce University	Xenia, Ohio.	M. E.	16	145
Lincoln University	Oxford, Pa.	Presb.	9	134
Central Tennessee College	Nashville, Tenn.	M. E.	8	24
Fisk University	Nashville, Tenn.	Cong.	9	69
Howard University b.	Washington, D. C.	Non-sect. .	7	57
Total .....	.....	.....	108	1,270
SCHOOLS OF THEOLOGY.				
Rust Biblical and Normal Institute	Huntsville, Ala.	Meth. ....	.....	.....
Theological department of Talladega College ..	Talladega, Ala.	Cong.	2	18
Institute for the Education of Colored Ministers.	Tuscaloosa, Ala.	Presb. ....	.....	.....
Augusta Institute	Augusta, Ga.	Baptist ..	2	85
Theological department of Leland University..	New Orleans, La.	Baptist ..	2	28
Thompson Biblical Institute (New Orleans University).	New Orleans, La.	M. E. ....	.....	18
Theological department of Straight University.	New Orleans, La.	Cong. ....	.....	14
Centenary Biblical Institute	Baltimore, Md.	M. E.	5	24
Theological department of Biddle University..	Charlotte, N. C.	Presb.	3	9
Theological department of Shaw University. .	Raleigh, N. C.	Baptist ..	2	50
Theological Seminary of Wilberforce University	Xenia, Ohio.	M. E.	6	8
Theological department of Lincoln University.	Oxford, Pa.	Presb.	5	20
Baker Theological Seminary (Clafin University).	Orangeburg, S. C.	Meth. ....	.....	.....
Theological course in Fisk University	Nashville, Tenn.	Cong.	2	33
Theological department of Central Tennessee College.	Nashville, Tenn.	M. E.	5	35
Theological department of Howard University.	Washington, D. C.	Non-sect. .	4	32
Wayland Seminary	Washington, D. C.	Baptist ..	6	88
Total .....	.....	.....	44	462
SCHOOLS OF LAW.				
Law department of Straight University	New Orleans, La. ....	.....	4	8
Law department of Howard University	Washington, D. C. ....	.....	2	6
Total .....	.....	.....	6	14
SCHOOLS OF MEDICINE.				
Medical department of New Orleans University	New Orleans, La. ....	.....	5	8
Meharry Medical Department of Central Tennessee College.	Nashville, Tenn. ....	.....	.....	18
Medical department of Howard University ...	Washington, D. C. ....	.....	7	48
Total .....	.....	.....	12	74
SCHOOLS FOR THE DEAF AND DUMB AND THE BLIND.				
Institution for the Colored Blind and Deaf-Mutes.	Baltimore, Md. ....	.....	c11	31
North Carolina Institution for the Deaf and Dumb and the Blind (colored department).	Raleigh, N. C. ....	.....	a14	68
Total .....	.....	.....	25	99

a For all departments.

b This institution is open to both races, and the numbers given are known to include some whites.

c Includes other employes.

EDUCATION OF THE COLORED RACE.

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Summary of statistics of institutions for the instruction of the colored race for 1877.

States.	Public schools.		Normal schools.			Institutions for secondary instruction.		
	School population.	Enrollment.	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
Alabama	168,706	54,745	4	9	408	2	10	375
Arkansas	43,518	7,255	1	2	83			
Delaware	3,800	1,663						
Florida	42,001	16,185				1	3	62
Georgia	175,304	48,643	3	7	382	2	7	185
Kentucky	53,126	19,107						
Louisiana	108,548	40,000	1	5	95	1		
Maryland	63,501	24,539	2	7	211	1		95
Mississippi	174,485	76,154	1	8	106			
Missouri	32,910	13,774	1	6	122			
North Carolina	141,031	73,170	4	14	513	3	15	436
Ohio						1		23
South Carolina	144,315	55,952	2	9	655	6	15	1,007
Tennessee	111,523	43,043	2	22	499	2	7	295
Texas	30,587	23,432				1	2	53
Virginia	202,640	63,043	3	25	610	2	7	236
West Virginia	5,980	2,847						
District of Columbia	11,000	5,954	3	5	101	1		40
Total	1,513,065	571,506	27	119	3,785	23	60	2,807

States.	Universities and colleges.			Schools of theology.			Schools of law.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
Alabama				3	2	18			
Georgia	1	5	33	1	2	85			
Kentucky	1	13	129						
Louisiana	3	23	337	3	2	60	1	4	8
Maryland				1	5	24			
Mississippi	2	11	216						
North Carolina	1	7	126	2	5	59			
Ohio	1	16	145	1	6	8			
Pennsylvania	1	9	134	1	5	20			
South Carolina				1					
Tennessee	2	17	93	2	7	68			
District of Columbia	1	7	67	2	10	120	1	2	6
Total	13	108	1,270	17	44	462	2	6	14

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Summary of statistics of institutions for the instruction of the colored race for 1877 — Cont'd.

States.	Schools of medicine.			Schools for the deaf and dumb and the blind.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
Louisiana	1	5	8			
Maryland				1	11	31
North Carolina				1	14	68
Tennessee	1		18			
District of Columbia	1	7	48			
Total	3	12	74	2	25	99

Table showing the number of schools for the colored race and enrolment in them by institutions without reference to States.

Class of institution.	Schools.	Enrolment.
Public schools	10,792	571,506
Normal schools	27	3,785
Institutions for secondary instruction	23	2,807
Universities and colleges	13	1,270
Schools of theology	17	462
Schools of law	2	14
Schools of medicine	3	74
Schools for the deaf and dumb and the blind	2	99
Total	10,879	580,017

a To these may be added 315 schools, having an enrolment of 16,548, in reporting free States, making total number of colored public schools 11,107 and total enrolment in them 588,054; it will be observed that this augments the total number of schools above given by 315 and the enrolment by 16,548, making the total number of schools, as far as reported to us, 11,194, and total number of the colored race under instruction in them, 598,565; this, however, does not include the colored public schools of those States in which no separate reports are made.

PEABODY FUND.

Table showing the amount and disposition of the sums disbursed from the Peabody fund from 1868 to 1877, inclusive.

Year.	Virginia.	North Carolina.	South Carolina.	Georgia.	Florida.	Alabama.	Mississippi.	Louisiana.	Texas.	Arkansas.	Tennessee.	West Virginia.	Total.
1868 ..	\$4,750	\$2,700	\$3,550	\$8,562	.....	\$1,000	\$1,338	\$8,700	.....	.....	\$4,800	.....	\$35,400
1869 ..	12,700	6,350	7,800	9,000	\$1,850	5,700	9,000	10,500	.....	\$4,300	11,900	\$10,900	90,000
1870 ..	10,300	7,650	3,050	6,000	6,950	5,950	5,600	5,000	\$1,000	11,050	15,050	13,000	90,600
1871 ..	15,950	8,750	2,500	3,800	6,550	5,800	3,250	12,400	.....	9,200	22,650	9,150	100,000
1872 ..	29,700	8,250	500	6,000	6,200	9,000	4,550	11,500	.....	12,250	23,250	17,900	130,000
1873 ..	36,700	9,750	1,500	13,750	7,700	6,000	6,800	.....	.....	11,400	27,800	15,750	137,150
1874 ..	31,750	14,300	200	6,500	9,900	9,700	6,700	2,750	1,000	3,600	33,100	15,100	134,600
1875 ..	23,350	16,900	100	9,750	1,800	2,200	5,400	1,000	1,350	1,500	27,150	10,500	101,000
1876 ..	17,800	8,050	4,150	3,700	1,000	5,500	9,950	2,000	4,450	1,000	10,100	8,600	76,300
1877 ..	14,250	4,900	4,300	4,000	6,500	3,700	5,000	2,000	10,800	6,300	15,850	6,810	89,400
Total.	201,250	87,600	27,650	71,062	48,450	53,450	58,578	55,850	18,600	60,600	191,650	107,710	984,450

This unparalleled benefaction, administered by the trustees through their agent, Rev. Barnas Sears, D. D., LL. D., continues its great work of aiding those cities and towns that help themselves to educational privileges for their youth. The above figures, covering a period of ten years, are most suggestive of the vast good accomplished.¹

TOWNSHIP SCHOOL SYSTEM.

The oldest American educational idea was that of Massachusetts, which looked to an elementary school in every town containing 50 householders, with a grammar school where there were 50 more householders. A somewhat more recent but more widely spread idea was to have ordinary schools for every township, a higher school for every county, and a college or university for every State. The township was the unit of the whole school system, and many thoughtful men are questioning whether it ought not to be restored to that position, instead of being broken into incohesive fragments called school districts, as is common now. Some arguments for such a restoration are as follows:

1. The present district system involves almost necessarily numerous poor school-houses, because the few people in a district cannot generally afford a good one. The population being scanty, schools are small, with imperfect classification of the pupils and recitations too numerous and too short for fair results. Poor teaching is inevitable, from the need of getting for each little school the cheapest teacher to be had; and yet a great proportionate expense is incurred on the whole, since in the case of every two school-houses where one would satisfy all real wants, there must be two teachers, two fires, and two sets of furniture, besides the cost of the unnecessary building. With all this, too, there is frequent uncertainty as to ill surveyed and ill marked district boundaries, involving uncertainty as to which district is to collect the tax and educate the children, and great liability to disputes and bickerings on this account. And then there is perfect certainty of often having in the district board men unfit to supervise and help a school.

2. The township system, on the other hand, providing boundaries settled by indisputable surveys, removes all ground for disputes on that point; it affords an opportunity to obtain for the township a school board of intelligent and good men, and through such a board better management of school funds, better choice of teachers, better arrangement and gradation of the schools, and wiser supervision of them.

These being the invariable characteristics and results of the two systems, a number of the States are endeavoring to get rid of the district and substitute the township system. The voice of the State superintendents is believed to be uniformly in favor of the change.²

FREE TEXT BOOKS IN FREE SCHOOLS.

From a desire to extend to every child the full advantages of public instruction, the laws of thirteen of our States make provision for supplying indigent pupils with the needful text books free of charge. These books are understood to be held by the chil-

¹ The report of the State Normal College at Nashville, Tenn., for the year ending September 1, 1877, shows that the second year has been much more successful than its most sanguine friends anticipated it would be—a result largely due to the amount appropriated by the Peabody education fund for its support, which was \$20,000 for 1877; the State contributed nothing. The first annual commencement was held May 30, 1877, and was very largely attended by prominent educators and citizens. After an address by ex-Governor Neill S. Brown, the degree of licentiate of instruction was conferred upon the graduates.

² As bearing on this point, the opinion of an intelligent and clear-sighted foreigner may not be without interest: "The district is a territorial unit not only too narrow but too variable to serve either as the basis for a wise distribution of school funds or for efficient supervision of the schools. Chance, caprice, sometimes the interest of a single family, or an insignificant village rivalry, sometimes, also, the prejudices or carelessness of a single man, may determine the fate of a locality, either burdening it with useless taxes, depriving it of any school whatever, or giving it a very poor one. The district system has been tried; it is not liberty, but chaos. Those who are engaged in elementary instruction with one voice demand its repeal."—(M. F. Buisson, *Rapport sur l'instruction primaire à l'Exposition Universelle de Philadelphia.*)

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dren as a loan, to be returned in the best condition possible to the school boards after use, and to be passed on from session to session and from child to child. The benefits derived from this arrangement have been so many and so various as to give rise to considerable discussion of the question whether the system of a free supply of books by school boards would not better be made universal, instead of partial and discriminating, as it is.

The advocates of a system of free supply urge in favor of it that it saves expense, the books being purchased at wholesale; that it saves time, enough books for every scholar being thus available at the opening of each term; that it secures for a district a desirable uniformity of text books, making the work of teachers greatly easier and more effective than in other cases; that it thus promotes better classification of pupils, so that more time can be given to each class; that it increases the attendance on the schools; and, finally, that it prevents expense and annoyance when a pupil goes from one district to another.

In view of these advantages, our two largest cities, New York and Philadelphia, have for a long time furnished free books, and smaller cities, such as Bath and Lewiston in Maine, Fall River in Massachusetts, Newark and Paterson in New Jersey, have followed their example, with the happiest results. Four of the States, too, now explicitly provide for allowing the system of free supply. Maine, Massachusetts, and Wisconsin leave the matter to be decided by district or town meetings and city councils and the local school boards; and New York authorizes city boards to furnish books to pupils out of any money provided for the purpose. In most of the remaining States the laws are silent on this point, except, as before mentioned, where a supply for poor pupils is allowed. But in California, Iowa, Michigan, New Jersey, and Pennsylvania the State superintendents express themselves as decidedly in favor of furnishing free all the books needed. Superintendent Carr, of California, further ventures the opinion that in the silence of the law there is no obstacle in the way of the adoption by any district of the free plan; and probably, in almost any State, districts would be allowed to decide the matter for themselves, provided that proper notice be given beforehand to the people of the intention to discuss and determine the question at a specified time.

DEVELOPMENT OF SUPERVISION IN EDUCATIONAL SYSTEMS.

History constantly affirms the necessity of education to the permanence and progress of every administrative system. The Christian church, it is well known, instituted a formal organization for the training of its officers in their respective duties, and, as long as its supremacy over the state was allowed, assumed also the education of the officers of government. The University of Paris, the University of Vienna, the schools and colleges of the Jesuits, were instances of the church's exercise of this inestimable power. Gradually, states recognized that education is one of the chief forces in their possession, and resolved to apply it to the whole people. These successive aims, ecclesiastical, political, popular, were combined in the educational system of Prussia.

The power which the church had derived from education, Frederick the Great directed to the general good and glory of the state; the salient provisions of his system were, on the one hand, the beginning of normal schools supplying special training for officials, and, on the other, compulsory education insuring an intellectual training to every individual. Step by step, the other states of the Old World are adopting the efficient system out of which came the present supremacy of Northern Germany in European affairs.

In the history of our own country, education presents an impressive record. Says President Quincy in his History of Harvard College: "The first necessities of civilized man, food, raiment, and shelter, had scarcely been provided; civil government and the worship of God had alone been instituted, when the great interests of *education engaged the attention of the colonists of Massachusetts.*"

The proofs of this immediate concern are the colonial laws of 1642 and 1647, formally enacting what had already been practically established, and making Harvard College the expressive crown of a well ordered system of public instruction.

Like the Hebrew, the Puritan syllabled his patriotism and his adoration in a single expression, "If I forget thee, O Jerusalem!" Schools and college were in his conception the common nursery of state and church, developing by the same process the citizen and the christian, since in a community where the privilege of electing officers and holding office was vested exclusively in freemen, and where none could be freemen but church members, the two characters were comprehended in one. Education formed necessarily an inherent element of the administrative policy. To these early movements in our colonies may be traced the educational ideals that pervade our history.

In the complete separation of church and state, however, while the provisions for education continue and multiply, its aims and its control have been involved in singular confusion; nevertheless, in the irregular development throughout the States, the tendency to efficient supervision has maintained itself in continuous life, sometimes obscured by opposition, sometimes firmly marked, but always traceable.

At first the only distinct and separate officer in the affairs of church and state set apart to education was, under the clergy, the teacher. Afterward, as education developed in towns, it came under the control of the same committee or officers as other civil affairs of the town.

By degrees the school came to be recognized as so important in itself, so distinct in its objects from other branches of administration, that the necessity to the state of setting apart for school government a class of officers especially fitted for educational responsibilities was fully admitted; the town school committees followed.

As the duties of school supervision increased and forced themselves upon the attention of the State, for a time they were treated as subordinate and committed to some one of the State officers who had other duties, as, for example, the secretary of state; but these experiments invariably proved detrimental to education and unsatisfactory to the people; and it is generally a disadvantage for a man to advocate a return to such provisions. To-day the State that should abolish or cripple separate State supervision of education and commit it to another officer of the State would be universally condemned among educators as going backward. The development of this important principle can be better understood by the particular account of the successive movements in New York.

In 1795, Governor George Clinton recommended to the Legislature the establishment of common schools throughout the State, in pursuance of which recommendation an act was framed and approved April 9, 1795, entitled "An act for the encouragement of schools." This act appropriated \$50,000 a year for five years, for fostering and maintaining schools in the several cities and towns of the State; made explicit provision for the division of funds and for treasurer's certificates, and for the supervision of the schools under local commissioners and trustees; it also directed reports as to the details of the schools to be transmitted to the secretary of state, to be by him laid before the Legislature. Thus, in the first legislative action in New York after the Revolution toward organizing a common school system, the importance of supervision in education was distinctly recognized. "On the basis of this simple organization," says Mr. Randall, "the foundations of our present school system were originally laid." Seventeen years later, in 1812, occurred the first legislation contemplating a permanent system of common schools. Then the office of State superintendent of common schools was created. Each town was required to elect three commissioners of common schools and from one to six inspectors, who with the commissioners were to have supervision of the schools and to conduct the examinations of teachers; at the same time the offices of trustees, clerk, and collector were created for each school district.

The following year, 1813, the office of superintendent was bestowed by the council of appointment upon Mr. Gideon Hawley, who served till 1821, and to whom must be ascribed the honor of *having thoroughly organized the common school system of the*

State. He was removed on purely political grounds, and a person wanting in the requisite qualifications of a superintendent of schools was appointed in his stead; this led to a notable change respecting State supervision. A law or clause of a law was enacted that the secretary of state should, *ex officio*, be the superintendent of common schools.

This law remained unchanged till 1854, but not without strong recommendations from time to time on the part of the secretaries of state and others in favor of a separate and distinct department of school superintendence.

The constant agitation of the subject is indicated by a series of acts: thus, the act of 1841 created the office of deputy superintendent; that of 1843 abolished the office of town commissioner of schools and inspector of schools and created the office of town superintendent; and the act of 1847 abolished the office of county superintendent and ordered the returns of town superintendents to be made to county clerks.

The great interests involved in the educational administration were now so distinctly recognized that in 1851 the assembly, by resolution, authorized the governor to appoint a commission to report to the legislature at its next session a common school code for the State. Hon. S. S. Randall, the commissioner under the resolution, recommended, as one of the permanent changes required in the then existing law, "the separation of the office of State superintendent of common schools from that of secretary of state and its creation into a separate and distinct department." Governor Horatio Seymour strongly recommended such separate organization of the department in his message to the legislature in 1854, and accordingly an act for the purpose was passed the March ensuing. "This important measure," says Mr. Randall, from whose *History of the Common School System of New York* the above facts are mainly derived, "was warmly supported by Hon. E. W. Leavenworth, then secretary of state, chiefly on the ground of the incompatibility of the duties pertaining to the office of superintendent with those required of the secretary of state."

Thus, after a period of more than thirty years, the State of New York returned, in 1854, to the system of a separate department for common school superintendence, which has been continued to the present time.

The development of the same system in Maine is also pertinent to the present interest in the general subject. The first school law in this State was passed in 1821, one year after the separation from Massachusetts. With respect to school supervision, this law provided for the election at annual town meetings of a superintending school commissioner for each town and plantation, whose duty it should be to examine teachers, select school books, visit and inspect the schools, &c. It also provided for the choosing of a district agent for each district, whose duty it should be to hire teachers for the district and to provide the necessary utensils and fuel for the schools. No provision was made in the law for any reports concerning the schools to either town or State officers.

The act of 1821 was so amended by the act of 1825 as to make it the duty of selectmen to present returns to the secretary of state, once in three years, as to the number of school districts, the number of scholars in each, the number of scholars usually attending school, the length of school sessions, and the amount of money expended for the same. The law was inadequate to the results desired, and the returns secured were of little or no value.

These partial acts accelerated the grand movement, and in 1843 vigorous efforts were made by the friends of education in the legislature to improve the schools by a State organization. A bill was immediately introduced to establish a board of school commissioners, which, however, failed to become a law; a bill introduced in 1845 by Stephen H. Chase, of Fryeburg, providing for school commissioners to be appointed by the governor and council also failed to become a law. Notwithstanding these failures, the public will was moving steadily toward an efficient supervision of schools. In accordance with a memorial to the legislature drawn up by a convention of teachers and friends of education, Hon. E. M. Thurston introduced a bill to estab-

lish a State board of education, which became a law July 27, 1846. The board was to consist of one member from each county, to be chosen annually by the superintending school committees of the several towns and the clerks of the several plantations in each county; it was required to elect, each year, one person, to be styled the secretary of the board of education. A penalty was imposed on towns for neglecting to make school returns and teachers were ordered to keep registers. "The establishment of the board of education," says Mr. Corthell in his review of the school legislation of Maine, "marks the era of reform and advance in school work."

The new system was variously modified by the acts of 1850 and 1851, and in 1852 the "board of education" and the "secretary of the board" were abolished, and a law was enacted making it the duty of the governor and council annually to appoint a commissioner of common schools for each county, who was charged with the supervision of the schools of his own county.

In 1854 an act was passed establishing the office of State superintendent of common schools, and by an act of 1868 the powers and duties of the superintendent were fully defined and his office was fixed at the seat of government. Thus, after various experiments, ranging through a history of forty-seven years, efficient school supervision was made the law of the State.

The development of common school supervision in the various States has been substantially the same as in New York and Maine. The correctness of the principle, the necessity of its application, are now universally admitted; it is in active operation in every State of the Union, Oregon and Delaware having been the last to adopt it.

Following is a list of the designations of State educational officers in the several States and Territories, with their mode of election or appointment and term of service.

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Official title, mode of appointment, and term of service of State and territorial superintendents.

	Designation of officer.	Elected or appointed by the—	Term of service.
STATE SUPERINTENDENTS.			
Alabama.....	State superintendent of education	People.....	2 years.
Arkansas.....	State superintendent of public instruction	People.....	2 years.
California.....	State superintendent of public instruction	People.....	4 years.
Colorado.....	State superintendent of public instruction	People.....	2 years.
Connecticut.....	Secretary of State board of education	State board of education.	During pleasure of board.
Delaware.....	State superintendent of free schools	Governor.....	1 year.
Florida.....	State superintendent of public instruction	Governor.....	4 years.
Georgia.....	State school commissioner	Governor.....	2 years.
Illinois.....	State superintendent of public instruction	People.....	4 years.
Indiana.....	State superintendent of public instruction	People.....	2 years.
Iowa.....	State superintendent of public instruction	People.....	2 years.
Kansas.....	State superintendent of public instruction	People.....	2 years.
Kentucky.....	State superintendent of public instruction	People.....	4 years.
Louisiana.....	State superintendent of public education	People.....	4 years.
Maine.....	State superintendent of common schools	Governor and council.	3 years, or during pleasure of executive.
Maryland.....	State superintendent of public instruction <i>a</i>	State board of education.	During pleasure of board.
Massachusetts...	Secretary of State board of education	State board of education.	No express limitation.
Michigan.....	State superintendent of public instruction	People.....	2 years.
Minnesota.....	State superintendent of public instruction	Governor.....	2 years.
Mississippi.....	State superintendent of public education.....	People.....	4 years.
Missouri.....	State superintendent of public schools	People.....	4 years.
Nebraska.....	State superintendent of public instruction	People.....	2 years.
Nevada.....	State superintendent of public instruction	People.....	4 years.
New Hampshire.	State superintendent of public instruction	Governor.....	2 years.
New Jersey.....	State superintendent of public instruction	State board of education.	3 years.
New York.....	State superintendent of public instruction	Legislature...	3 years.
North Carolina..	State superintendent of public instruction	People.....	4 years.
Ohio.....	State commissioner of common schools.....	People.....	3 years.
Oregon.....	State superintendent of public instruction	People.....	4 years.
Pennsylvania....	State superintendent of public instruction	Governor and senate.	4 years.
Rhode Island....	State commissioner of public schools.....	State board of education.	1 year.
South Carolina...	State superintendent of education.....	People.....	4 years.
Tennessee.....	State superintendent of public schools	Governor and senate.	2 years.
Texas.....	Secretary of State board of education	Board of education.	During pleasure of board.
Vermont.....	State superintendent of education.....	Gen'l assembly	2 years.
Virginia.....	State superintendent of public instruction	Gen'l assembly	4 years.
West Virginia...	State superintendent of free schools.....	People.....	4 years.
Wisconsin.....	State superintendent of public instruction	People.....	2 years.
TERRITORIAL SUPERINTENDENTS.			
<i>Alaska.....</i>			

a Ex officio, as principal of State Normal School.

SCHOOL SUPERVISION.

XLV

Official title, mode of appointment, and term of service of State and territorial superintendents—Continued.

	Designation of officer.	Elected or appointed by the—	Term of service.
Arizona	Governor, ex officio	Pres. of U. S..	Not given.
Dakota	Territorial superintendent of public instruction.	Governor and council.	2 years.
Dist. of Columbia.	(a)	District commissioner.	During pleasure of comm'r.
Idaho	Territorial controller, ex officio	Governor	Not given.
Indian	Superintendent of schools of the Five Nations		
Montana	Territorial superintendent of public instruction.	Governor	2 years.
New Mexico	Secretary of Territory, ex officio	Pres. of U. S..	
Utah	Territorial superintendent of district schools....	People	2 years.
Washington	Territorial superintendent of public instruction	Governor	2 years.
Wyoming	Territorial librarian, ex officio	Governor	

^a There are two superintendents: The title of the first is superintendent of schools for white children in Washington and Georgetown and of the county schools; of the second, superintendent of schools for colored children in Washington and Georgetown.

TABLE II.—Summary of school statistics of

	Cities.	Estimated present population.	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	No. of days schools were taught.	Pupils.	
									Whole number enrolled.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10
1	Little Rock, Ark	17, 000	6-21	6, 462	9	1, 528	27	170	1, 900	1, 129
2	San Francisco, Cal.	301, 020	5-17	51, 889	56	.....	618	209	37, 288	24, 736
3	San José, Cal*	16, 000	5-17	8, 074	9	.....	42	198	2, 374	2, 256
4	Stockton, Cal	15, 000	5-17	3, 011	10	1, 693	34	196	1, 693	1, 523
5	Denver, Coloc	21, 000	6-21	2, 481	4	1, 615	37	195	2, 078	1, 344
6	Bridgeport, Conn	25, 000	4-16	6, 376	17	4, 069	84	196	5, 167	3, 194
7	Hartford, Conn	41, 600	4-16	9, 621	16	.....	160	197	7, 596	5, 038
8	New Britain, Conn*	12, 000	4-16	3, 170	10	2, 250	40	196	2, 516	1, 735
9	New Haven, Conn	58, 675	4-16	12, 964	21	8, 897	213	200	11, 804	7, 554
10	New London, Conn	10, 000	4-16	2, 101	9	1, 800	51	200	d1, 915	1, 363
11	Norwalk, Conn*	13, 000	4-16	3, 254	12	3, 200	49	203	2, 873	1, 900
12	Wilmington, Del.	40, 000	6-21	9, 178	18	5, 364	106	199	6, 687	4, 158
13	Atlanta, Ga	35, 000	6-18	10, 362	9	2, 630	53	202	3, 280	2, 409
14	Augusta, Ga	23, 768	6-18	4, 912	16	.....	35	186	2, 202	1, 273
15	Columbus, Ga	9, 000	6-18	2, 463	6	920	20	187	1, 212	906
16	Macon, Ga	15, 000	6-18	3, 442	8	1, 052	24	140	1, 227	742
17	Savannah, Ga	28, 000	6-18	6, 919	.....	3, 000	58	180	3, 171	2, 774
18	Alton, Ill	10, 500	6-21	3, 164	5	.....	21	196	d1, 496	.....
19	Belleville, Ill	12, 000	6-21	4, 467	3	2, 000	40	198	1, 964	.....
20	Bloomington, Ill	25, 000	6-21	7, 292	11	2, 670	65	177	3, 486	2, 294
21	Chicago, Ill	450, 000	6-21	110, 184	64	41, 500	800	197	56, 529	38, 132
22	Decatur, Ill	10, 000	6-21	3, 094	6	1, 728	29	177	1, 869	1, 321
23	Freeport, Ill	12, 000	6-21	2, 852	6	1, 600	29	196	1, 640	.....
24	Galesburg, Ill	14, 000	6-21	4, 127	.....	2, 100	34	178	2, 231	1, 525
25	Jacksonville, Ill	12, 000	6-21	3, 689	8	1, 600	33	187	1, 844	1, 253
26	Joliet, Ill	14, 000	6-21	3, 557	8	1, 692	36	197	2, 606	1, 500
27	Peoria, Ill	32, 000	6-21	8, 881	9	3, 115	67	188	4, 173	2, 783
28	Quincy, Ill	32, 000	6-21	8, 511	9	2, 950	55	195	3, 554	2, 235
29	Rockford, Ill	14, 000	6-21	4, 901	10	.....	50	195	2, 100	1, 900
30	Rock Island, Ill	11, 100	6-21	3, 567	6	2, 000	36	178	1, 955	1, 400
31	Springfield, Ill*	25, 000	6-21	10, 722	5	2, 200	41	180	2, 616	1, 977
32	Fort Wayne, Ind	28, 400	6-21	10, 588	9	3, 790	84	195	3, 558	2, 653
33	Indianapolis, Ind	100, 000	6-21	22, 806	23	11, 087	185	195	12, 965	8, 931
34	Jeffersonville, Ind	10, 000	6-21	2, 723	5	.....	26	188	.....	.....
35	Lafayette, Ind	22, 000	6-21	6, 020	6	1, 900	50	195	2, 705	1, 773
36	Logansport, Ind	15, 000	6-21	3, 788	12	1, 480	31	197	1, 824	1, 191
37	Madison, Ind*	12, 500	6-21	4, 652	6	.....	38	200	1, 721	1, 272
38	Richmond, Ind	14, 000	6-21	4, 236	9	1, 975	45	180	2, 094	1, 874
39	South Bend, Ind	15, 000	6-21	3, 138	7	1, 700	28	178	1, 601	1, 089
40	Terre Haute, Ind	21, 000	6-21	7, 101	12	3, 737	78	197	3, 945	2, 724

* From Report of the Commissioner of Education for 1876.

a Assessed valuation.

b Includes cost of supervision.

CITY SCHOOLS.

XLVII

cities containing 7,500 inhabitants and over.

Pupils.	Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation—mills per dollar.	Total receipts.	Expenditures.			Average expenses per capita of daily av. att. in public schools.	
					Permanent improvements.	Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.
11	12	13	14	15	16	17	18	19	20
300	\$5,276,480	\$50,715	5	.....	\$4,120	\$17,308	\$21,429	\$15 33	\$3 40
.....	\$260,262,343	2,574,000	2.1	\$942,616	22,279	537,389	800,709	24 00	4 80
400	9,000,000	152,000	2	66,666	21,612	27,700	65,248	20 39	9 81
120	5,000,000	142,900	1.5	59,701	924	28,920	38,044	.....	.....
100	16,000,000	186,540	7.5	59,061	4,417	27,728	59,060	22 49	6 11
450	17,000,000	144,500	8.25	62,419	6,725	42,950	62,336	.....	.....
*1,337	*a47,162,324	*1,755,269	.....	191,666	.....	86,192	194,062	.....	.....
97	a4,592,952	99,500	.....	37,059	12,700	19,695	40,601	12 00	3 50
1,500	65,852,000	532,722	15.25	228,284	29,637	132,963	200,436	18 41	5 84
40	10,000,000	87,500	2.7	26,547	255	19,546	26,547	14 04	.....
100	9,000,000	111,000	.....	69,361	1,573	24,700	36,700	13 50	2 25
.....	25,399,000	265,330	2.5	.....	.....	.....	.....	.....	.....
800	20,000,000	96,000	2.12	35,709	.....	28,788	35,662	12 78	2 02
500	12,336,700	.....	.....	a32,706	.....	.....	20,221	.....	.....
250	4,000,000	26,500	2.25	12,145	800	6,917	11,933	9 02	2 21
100	7,500,000	24,500	.....	a16,457	.....	7,646	12,337	12 51	1 26
350	.....	95,500	.....	42,505	.....	84,723	42,181	13 00	.....
600	5,000,000	75,500	4.4	20,685	140	11,075	15,078	10 10	2 60
700	5,000,000	104,800	11.5	40,024	.....	21,672	35,043	13 02	2 22
.....	8,500,000	230,471	14.5	66,292	1,494	26,509	65,539	11 57	3 97
20,000	a148,400,087	2,436,056	2.92	849,757	1,101	b451,053	684,534	12 13	4 05
200	9,114,756	95,600	9	40,109	136	15,385	29,910	13 10	3 31
200	.....	57,300	.....	34,577	.....	b14,968	34,508	.....	.....
.....	5,500,000	112,815	5	32,079	.....	13,710	20,813	10 18	3 41
1,000	2,773,789	159,900	3	46,948	2,742	17,070	48,536	.....	.....
604	3,249,080	65,650	7	25,001	106	b16,330	20,650	10 88	2 80
1,600	16,000,000	157,300	7	77,500	.....	33,190	76,794	11 92	3 61
1,800	20,000,000	217,000	4.5	54,130	7,557	27,326	54,323	.....	.....
475	12,000,000	120,000	5	43,623	350	.....	37,517	.....	.....
450	12,000,000	112,600	6.5	23,872	.....	17,477	25,433	13 77	3 60
.....	.....	150,000	5	32,100	.....	24,854	33,751	13 73	3 64
2,300	12,294,460	224,650	4.6	99,361	15,592	37,065	71,642	16 98	4 14
1,340	73,822,968	883,966	2	311,456	28,203	121,319	215,410	.....	.....
300	a2,000,000	60,000	4	23,003	154	12,918	19,126	.....	.....
1,000	14,000,000	193,000	3.5	.....	.....	.....	.....	.....	.....
.....	a5,666,055	180,000	5	48,575	5,396	13,539	41,888	13 04	3 46
276	a4,400,000	60,000	3	26,450	.....	.....	15,672	.....	.....
565	.....	81,000	.....	72,716	3,154	20,686	34,158	.....	.....
250	.....	.....	.....	44,494	.....	11,207	17,093	.....	.....
300	a13,841,060	215,471	3.4	95,046	12,625	41,268	66,440	16 39	3 49

c These statistics are for seven-eighths of the city only.

d This number excludes duplicate enrolments.

e These receipts are for the whole county.

XLVIII REPORT OF THE COMMISSIONER OF EDUCATION.

TABLE II.—Summary of school

	Cities.	Estimated present population.	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	No. of days schools were taught.	Pupils.	
									Whole number enrolled.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10
41	Burlington, Iowa.....	28,000	5-21	5,963	10	3,850	71	192	3,356	2,003
42	Council Bluffs, Iowa....	a10,020	5-21	3,128	9	1,590	29	198	1,545	929
43	Davenport, Iowa.....	*24,000	5-21	.....	11	4,618	94	191	4,710	3,269
44	Des Moines (w. side), Ia	14,000	5-21	3,592	4	2,100	38	188	2,211	1,399
45	Dubuque, Iowa*.....	b24,000	5-21	8,896	11	.....	73	.....	2,867	2,365
46	Keokuk, Iowa.....	15,000	5-21	5,732	.....	2,500	52	180	2,500	2,100
47	Atchison, Kans.....	12,000	5-21	3,000	5	.....	23	180	1,210	1,130
48	Lawrence, Kans.....	a8,320	5-21	2,652	12	.....	28	.....	1,449	1,210
49	Leavenworth, Kans*..	a17,873	5-21	5,669	.....	.....	40	198	2,048	1,942
50	Covington, Ky.....	35,000	6-18	9,800	6	2,720	65	200	3,500	2,420
51	Lexington, Ky.....	15,000	d6-20	5,989	9	.....	e19	192	e1,232	e884
52	Louisville, Ky*.....	125,000	6-20	f45,000	27	.....	329	202	17,533	11,951
53	Newport, Ky.....	18,500	6-20	6,500	5	.....	40	200	2,674	1,980
54	Paducah, Ky.....	10,000	6-20	1,946	13	810	14	215	790	.....
55	New Orleans, La.....	203,439	6-21	.....	69	.....	430	172	23,156	16,505
56	Bangor, Me.....	*18,500	4-21	5,586	35	.....	75	182	g3,700	3,226
57	Biddeford, Me.....	12,000	4-21	3,451	21	2,072	38	196	g2,092	.....
58	Lewiston, Me.....	*20,000	4-21	6,479	29	.....	68	184	3,560	2,200
59	Portland, Me.....	36,000	5-21	11,300	12	4,100	114	200	6,161	4,225
60	Baltimore, Md.....	350,000	6-18	77,000	.....	.....	764	186	.....	.....
61	Adams, Mass.....	i15,765	5-15	3,171	18	2,462	53	190	g3,374	1,922
62	Boston, Mass*.....	i341,919	5-15	58,636	146	56,111	1,906	224	55,417	42,645
63	Cambridge, Mass.....	i47,838	5-15	*8,218	28	8,866	216	200	10,323	7,009
64	Chicopee, Mass*.....	10,000	5-15	1,970	11	1,400	30	.....	1,147	891
65	Fall River, Mass*.....	45,160	5-15	7,900	30	6,856	127	192	7,537	4,159
66	Fitchburg, Mass.....	12,000	5-15	2,179	19	3,253	67	191	2,768	1,994
67	Haverhill, Mass*.....	i14,628	5-15	2,608	28	3,211	80	194	2,632	2,093
68	Holyoke, Mass.....	18,500	5-15	2,523	11	2,268	57	193	2,550	1,578
69	Lowell, Mass.....	53,000	5-15	7,540	41	.....	199	195	j10,305	5,250
70	Lynn, Mass.....	32,600	5-15	5,799	32	6,132	111	205	5,578	4,400
71	Marlboro', Mass.....	8,581	5-15	1,936	11	1,771	36	k175	2,047	1,536
72	Milford, Mass.....	a9,890	5-15	2,223	.....	.....	.....	.....	.....	.....
73	New Bedford, Mass*..	27,000	5-15	4,002	21	4,000	105	203	3,823	3,622
74	Newburyport, Mass*..	13,000	5-15	2,743	20	2,689	62	255	2,218	1,859
75	Newton, Mass.....	16,700	5-15	2,853	16	3,280	74	197	3,471	2,462
76	Pittsfield, Mass*.....	12,255	5-15	2,558	.....	2,260	54	176	2,070	.....
77	Salem, Mass*.....	b26,000	5-15	4,430	17	4,307	103	200	4,794	3,284
78	Springfield, Mass.....	31,000	5-15	5,375	29	5,909	124	197	6,280	4,472

From Report of the Commissioner of Education for 1876.

a Census of 1870.

b From Report of the Commissioner of Education for 1873.

c Assessed valuation.

d The legal age for colored children is from 6 to 16.

e These statistics are for white schools only.

CITY SCHOOLS.

XLIX

Statistics of cities, &c.—Continued.

Pupils.	Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation—mills per dollar.	Total receipts.	Expenditures.			Average expenses per capita of daily av. att. in public schools.		
					Permanent improvements.	Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.	
11	12	13	14	15	16	17	18	19	20	
1,000	\$12,000,000	\$250,000	6	\$87,925	\$3,215	\$33,450	\$50,535	\$17 06	\$5 93	41
250	5,472,145	85,600	8.5	52,355	845	15,362	30,081	18 45	6 37	42
.....	16,000,000	273,100	12	117,390	3,530	49,409	71,500	17 65	3 65	43
400	7,033,000	225,400	13	55,216	.....	20,795	49,184	15 96	8 00	44
.....	.....	.....	6.5	54,075	.....	33,230	45,987	.....	.....	45
500	9,000,000	125,000	9	40,379	3,090	28,089	35,340	.....	.....	46
300	4,800,000	64,100	13	93	150	9,350	13,640	.....	.....	47
.....	e2,551,630	100,000	10	25,975	162	13,435	29,474	12 09	5 65	48
822	e4,367,544	203,512	10	55,070	3,098	23,881	53,031	12 29	3 00	49
.....	20,000,000	196,000	2.5	68,000	27,500	35,600	68,800	14 70	2 28	50
500	e4,928,759	40,000	1.5	15,112	.....	.....	17,967	.....	.....	51
.....	e71,849,772	833,390	4.5	274,132	13,023	166,591	285,302	16 46	6 32	52
.....	e6,200,000	153,500	2	31,282	.....	17,273	29,645	9 40	.....	53
320	6,000,000	23,000	2	9,897	0	7,350	9,646	12 51	2 38	54
12,000	e88,973,930	629,500	.....	262,949	3,554	206,914	262,948	13 50	3 00	55
.....	e9,906,100	75,000	.....	36,200	.....	.....	41,512	(11 88)	.....	56
.....	10,000,000	40,000	.....	22,130	528	16,938	21,399	.....	.....	57
.....	11,873,558	168,700	2.33	33,795	.....	24,780	38,010	11 26	5 46	58
1,500	30,892,845	376,500	2.47	76,442	4,880	57,085	76,357	14 31	2 62	59
.....	.....	.....	.....	625,813	104,225	4449,113	699,514	.....	.....	60
.....	11,141,767	156,200	4.31	29,483	.....	.....	.....	(15 34)	.....	61
.....	e748,878,100	8,560,000	2.21	2,036,067	307,094	1,228,338	2,015,580	25 94	10 21	62
1,269	e55,755,000	582,000	3	188,564	2,921	151,574	188,564	20 95	4 86	63
000	.....	.....	.....	.....	.....	.....	.....	.....	.....	64
1,000	e51,401,467	1,230,000	1.8	97,101	5,500	82,543	107,883	19 84	4 77	65
20	e10,668,319	182,496	3.52	37,598	.....	28,250	37,598	15 07	3 74	66
40	12,500,000	284,500	5.13	53,507	.....	42,354	54,652	19 89	5 40	67
1,100	19,275,984	120,090	2.2	27,376	431	19,242	26,220	13 21	3 13	68
550	50,000,000	476,462	3.5	163,185	14,938	99,152	407,009	.....	.....	69
100	24,995,339	471,200	4.7	106,652	5,764	68,843	106,652	15 91	4 92	70
.....	e3,439,925	59,500	5.2	18,410	78	15,535	20,030	10 39	2 61	71
75	.....	.....	.....	.....	.....	.....	.....	.....	.....	72
350	34,850,000	282,000	3.06	85,825	92,500	60,060	182,775	14 50	4 50	73
80	9,000,000	105,100	3.33	35,450	.....	25,960	35,450	14 40	2 41	74
320	28,500,000	443,000	2.79	87,416	.....	62,025	83,456	26 37	7 63	75
191	8,177,606	61,400	2.3	20,366	18,084	20,460	45,343	.....	.....	76
725	27,210,000	341,500	2.1	82,786	1,493	58,091	82,786	21 38	6 29	77
.....	e30,692,776	554,500	2.93	90,257	.....	72,138	92,429	16 84	3 82	78

f Estimated.

g This number excludes duplicate enrolments.

A Includes cost of supervision.

t Census of 1878.

j This is exclusive of the evening schools, in which there is a total enrolment of 1,278.

k For grammar and high schools; for primary, 155.

TABLE II.—*Summary of school*

	Cities.	Estimated present population.	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	No. of days schools were taught.	Pupils.	
									Whole number enrolled.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10
79	Taunton, Mass.....	19,000	5-15	3,413	36	3,821	81	195	3,730	2,712
80	Weymouth, Mass*.....	9,819	5-15	1,936	21	2,128	44	196	1,931	1,653
81	Woburn, Mass.....	10,165	5-15	2,195	14	2,475	43	200	2,127	1,726
82	Worcester, Mass.....	52,000	5-15	9,097	35	8,522	203	192	9,901	6,801
83	Adrian, Mich*.....	10,000	5-20	2,824	5	1,600	29	193	1,449	929
84	Ann Arbor, Mich.....	7,500	5-20	2,419	7	1,800	32	200	1,864	1,337
85	Bay City, Mich.....	18,000	5-20	4,278	7	2,320	40	196½	2,841	1,720
86	Detroit, Mich.....	*110,000	5-20	35,730	27	12,549	228	183	13,827	9,641
87	East Saginaw, Mich.....	17,500	5-20	5,117	10	.....	49	195	3,177	2,224
88	Grand Rapids, Mich.....	30,000	5-20	9,129	13	4,000	87	192	5,019	3,148
89	Saginaw, Mich.....	10,500	6-20	2,835	6	1,430	28	194½	1,564	1,073
90	Minneapolis, Minn.....	35,000	5-21	.....	9	3,400	78	196	3,607	2,380
91	St. Paul, Minn.....	40,000	5-21	11,134	14	3,800	77	194	4,316	2,900
92	Natchez, Miss*.....	9,000	5-21	.....	4	750	12	90	591	.....
93	Vicksburg, Miss.....	11,000	5-21	2,400	3	1,090	23	183	1,450	1,074
94	Hannibal, Mo.....	12,000	6-20	3,306	8	1,575	28	148	1,877	1,299
95	Kansas City, Mo.....	42,000	6-20	8,303	9	3,600	58	197	4,334	2,529
96	St. Joseph, Mo.....	25,000	6-20	6,822	18	3,022	54	180	3,514	2,417
97	St. Louis, Mo.....	500,000	6-20	146,000	73	38,510	870	198	47,676	27,581
98	Omaha, Nebr.....	22,000	5-21	4,753	10	2,391	45	196	2,911	1,906
99	Manchester, N. H.....	25,000	5-15	3,065	23	3,380	82	188	3,975	2,509
100	Nashua, N. H.....	11,600	5-16	2,307	16	2,140	48	175	2,148	1,531
101	Portsmouth, N. H.....	10,000	5-	2,154	13	.....	40	244	1,964	1,462
102	Camden, N. J*.....	40,000	5-18	10,842	11	5,500	103	190	5,270	4,039
103	Elizabeth, N. J*.....	25,000	5-18	6,817	15	2,588	50	202	2,919	2,298
104	Jersey City, N. J.....	120,000	5-18	37,482	20	12,810	304	205	.....	.....
105	Newark, N. J*.....	120,000	5-18	37,206	43	12,831	282	205	18,970	10,933
106	New Brunswick, N. J.....	18,000	5-18	5,496	6	2,370	44	202	2,769	1,733
107	Orange, N. J.....	11,300	5-18	3,513	5	1,184	31	200	1,561	1,035
108	Paterson, N. J.....	39,500	5-18	13,193	10	5,991	100	203	9,374	4,483
109	Trenton, N. J.....	26,031	5-18	9,040	13	2,900	72	195	2,706	2,518
110	Auburn, N. Y.....	18,500	5-21	5,162	10	2,871	52	193	2,616	1,943
111	Binghamton, N. Y*.....	16,500	5-21	4,509	8	2,368	54	207	3,187	2,123
112	Buffalo, N. Y*.....	143,594	5-21	54,000	42	14,000	420	203	20,240	13,320
113	Cohoes, N. Y.....	22,000	5-21	9,207	8	2,000	57	204	3,980	1,938
114	Elmira, N. Y.....	22,000	5-21	5,752	9	3,799	79	195	4,496	3,057
115	Ithaca, N. Y.....	10,100	5-21	2,501	12	1,535	31	192	1,729	1,205
116	Kingston, N. Yg.....	*8,000	5-21	.....	6	1,477	27	206	1,790	1,172
117	Lockport, N. Y.....	13,000	5-21	4,185	6	2,524	43	198	3,014	1,866

* From Report of the Commissioner of Education for 1876.

a Number between 5 and 16.

b Includes cost of supervision.

c West division.

CITY SCHOOLS.

LI

statistics of cities, &c.—Continued.

Pupils.	Estimated enrolment in private schools.	Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation—mills per dollar.	Total receipts.	Expenditures.			Average expenses per capita of daily av. att. in public schools.	
						Permanent improve- ments.	Teachers' salaries.	Total expenditure.	Instruction and su- pervision.	Incidental expenses.
11	12	13	14	15	16	17	18	19	20	
68	\$29,000,000	\$202,000	3.15	\$50,067	.....	\$36,860	\$50,067	\$14 25	\$3 95	79
20	5,586,440	115,000	4.18	24,551	\$11,982	20,340	40,068	13 16	3 68	80
100	8,674,522	193,000	3	31,503	.....	25,315	32,315	.....	.....	81
1,325	60,902,206	872,225	3.2	145,058	10,865	114,046	145,058	17 25	3 97	82
500	5,014,605	151,500	14	33,952	1,343	11,844	34,112	14 79	2 14	83
270	4,298,145	130,700	15.6	32,401	3,513	16,000	31,696	13 46	3 64	84
.....	8,800,000	140,000	15	38,798	.....	17,464	33,072	11 20	3 37	85
5,900	94,570,905	633,716	.....	306,833	28,448	6136,395	213,214	.....	.....	86
100	8,756,545	125,500	.....	41,512	894	22,628	41,060	11 07	5 41	87
800	30,000,000	270,000	7	85,420	3,842	42,808	72,548	.....	.....	88
400	6,125,708	100,000	.....	39,885	325	12,619	28,374	13 62	4 64	89
800	27,000,000	321,500	3.83	117,611	34,179	47,785	106,479	20 08	6 60	90
2,590	60,000,000	304,000	1	21,678	.....	42,707	666,440	14 55	1 24	91
209	.....	.....	.....	.....	.....	.....	.....	.....	.....	92
300	4,000,000	44,250	2.75	15,800	500	14,240	17,140	13 51	2 70	93
300	2,780,000	39,500	4	21,579	224	10,665	14,047	8 21	2 74	94
1,000	28,400,000	200,000	4	81,186	2,490	38,784	81,186	16 12	4 33	95
825	12,000,000	118,606	7	51,752	.....	30,312	51,073	13 43	3 93	96
22,486	237,488,700	2,629,543	5	1,265,194	173,336	6564,478	1,007,830	.....	.....	97
200	25,600,000	434,075	5	83,686	13,784	31,907	77,035	19 15	4 96	98
2,000	15,605,918	278,075	3.19	52,155	2,674	38,119	52,155	16 30	4 19	99
90	8,900,000	234,301	3.4	28,740	.....	19,449	28,093	13 22	5 12	100
50	9,567,765	80,000	2.33	23,010	214	619,407	25,695	.....	.....	101
1,200	27,000,000	.....	4	86,750	2,850	48,053	86,362	12 16	5 07	102
1,800	30,000,000	116,500	2.68	43,624	.....	29,635	41,985	13 10	4 97	103
8,000	93,500,000	764,582	2.4	222,550	1,000	.....	222,550	.....	.....	104
7,378	160,396,666	1,015,000	2	217,037	1,000	131,079	208,032	16 00	4 23	105
1,200	12,136,370	150,000	2	41,757	7,558	19,091	40,666	12 25	2 81	106
650	9,000,000	92,500	.....	26,207	488	14,327	23,091	17 77	4 07	107
1,400	33,511,614	247,500	0.76	75,988	5,924	49,398	75,253	11 74	4 04	108
2,300	12,000,000	138,743	2	51,230	.....	34,463	44,462	14 68	3 00	109
1,100	12,160,000	127,200	3.26	46,942	3,872	24,459	35,951	13 36	3 15	110
507	10,015,775	223,753	3.1	48,734	1,923	27,436	39,770	12 35	2 40	111
10,000	.....	870,000	.....	282,820	.....	.....	306,000	23 40	.....	112
375	10,500,567	88,500	7.45	70,863	1,495	623,086	38,812	14 09	8 68	113
.....	13,730,918	305,200	3.21	84,907	1,986	39,870	66,296	13 89	3 98	114
46	6,000,000	39,500	4.7	26,350	1,845	15,078	24,520	14 17	4 01	115
297	4,000,000	146,500	13.28	32,497	919	16,132	32,497	15 49	3 63	116
500	10,000,000	102,000	2.92	40,815	2,193	22,338	32,012	12 57	3 05	117

d Expenditures as reported were \$70,820; but the items given amount to \$66,440 only.

e Assessed valuation.

f Estimated.

g These statistics are for the Kingston school district only.

TABLE II.—*Summary of school*

	Cities.	Estimated present population.	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	No. of days schools were taught.	Pupils.	
									Whole number enrolled.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10
118	Long Island City, N. Y.	19,000	4-21	5,170	.....	2,600	39	201	a3,100	1,914
119	Newburgh, N. Y.	17,300	5-21	5,885	.....	2,842	51	199	3,415	2,196
120	New York, N. Y.	1,200,000	4-21	.....	*132	151,091	3,251	203	205,327	125,777
121	Ogdensburg, N. Y.	11,000	5-21	4,053	9	1,400	27	197	.....	1,009
122	Oswego, N. Y.	22,400	5-21	8,831	15	3,900	71	195	4,529	2,896
123	Poughkeepsie, N. Y. ...	20,000	5-21	6,002	14	2,765	42	202	3,989	2,187
124	Rochester, N. Y.	75,000	5-21	29,146	27	.....	228	197	11,838	7,867
125	Rome, N. Y.*	13,000	5-21	3,305	7	1,501	29	192	2,103	1,174
126	Saratoga Springs, N. Y.	*9,000	5-21	2,711	11	1,960	33	190	1,793	1,042
127	Schenectady, N. Y.*	13,000	5-21	4,430	.....	1,740	81	202	2,183	1,493
128	Syracuse, N. Y.	59,084	5-21	16,824	16	8,287	166	197	8,174	7,261
129	Troy, N. Y.*	50,000	5-21	d17,900	15	.....	141	204	9,282	5,474
130	Utica, N. Y.	35,000	6-21	d11,200	18	4,242	93	196	5,026	3,351
131	Watertown, N. Y.*	11,000	5-21	3,123	8	2,080	42	191	2,015	1,267
132	Yonkers, N. Y.	18,500	5-21	6,437	5	.....	51	.....	a3,276	1,892
133	Akron, Ohio	17,000	6-21	4,150	11	2,416	46	195	2,658	2,081
134	Canton, Ohio	12,500	6-21	3,675	6	1,910	42	189	1,958	1,308
135	Chillicothe, Ohio	13,000	6-21	3,241	5	1,850	43	188	1,758	1,498
136	Cincinnati, Ohio	267,000	6-21	93,042	42	28,684	e583	207	31,370	24,420
137	Cleveland, Ohio	133,650	6-21	45,429	41	18,680	350	196	21,980	15,146
138	Columbus, Ohio	49,381	6-21	14,209	26	.....	143	192	7,111	5,402
139	Dayton, Ohio	95,000	6-21	10,769	12	5,718	114	195	5,603	4,148
140	Hamilton, Ohio	14,000	6-21	5,546	5	1,734	30	200	1,762	1,343
141	Mansfield, Ohio	10,000	6-21	2,738	5	1,902	33	176	1,764	1,301
142	Newark, Ohio	11,000	6-21	3,519	6	.....	38	184	1,701	1,230
143	Portsmouth, Ohio	12,000	6-21	3,968	6	2,000	41	198	2,079	1,571
144	Sandusky, Ohio	17,000	6-21	6,491	12	.....	47	198	2,299	1,757
145	Springfield, Ohio	20,000	6-21	4,994	6	2,648	48	185	2,835	2,095
146	Steubenville, Ohio	13,500	6-21	5,036	6	1,750	35	198	2,285	1,751
147	Toledo, Ohio	50,000	6-21	13,992	23	6,500	129	198½	7,636	4,451
148	Zanesville, Ohio*	18,000	6-21	5,411	18	3,150	64	195	2,946	2,118
149	Portland, Oreg	15,000	4-20	3,307	7	.....	34	200	2,026	1,527
150	Allegheny, Pa.	70,000	.....	d15,000	23	10,000	198	195	9,672	8,024
151	Allentown, Pa.	15,000	6-21	.....	8	3,420	52	140	3,288	2,281
152	Altoona, Pa.	17,000	6-21	3,289	15	.....	41	189	2,382	2,024
153	Carbondale, Pa.	8,500	6-21	2,500	7	.....	20	176	1,879	1,159
154	Chester, Pa.	14,000	6-21	3,400	7	1,874	41	193	2,062	1,709
155	Danville, Pa.*	7,000	6-21	.....	9	1,700	26	157	1,679	1,127
156	Easton, Pa.	14,000	6-21	.....	9	2,780	48	203	2,316	1,725
157	Erie, Pa.*	27,000	6-21	8,402	16	3,126	78	192	4,267	2,627
158	Harrisburg, Pa.	28,000	6-21	.....	21	5,173	96	216	5,242	3,287

* From Report of the Commissioner of Education for 1876.

a Excludes duplicate enrolments.

b Assessed valuation.

CITY SCHOOLS.

LIII

statistics of cities, &c.—Continued.

Pupils.	Estimated enab value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation—mills per dollar.	Total receipts.	Expenditures.			Average expenses per capita of daily av. att. in public schools.	
					Permanent improvementals.	Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.
11	12	13	14	15	16	17	18	19	20
210	\$20,000,000	\$50,000	7.5	\$38,832	\$1,961	\$25,252	\$38,198	\$13.45	\$5.73
472	\$20,000,000	191,000	7	51,350	12,408	27,010	51,350	12.98	4.75
60,000	\$1,101,092,093	9,694,600	3.4	3,553,000	292,757	1,793,614	3,316,889	20.81	7.63
1,080	\$2,248,194	52,000	4	-----	120	10,035	14,440	-----	-----
1,435	\$10,711,170	175,097	3	57,596	2,354	33,908	50,882	11.98	4.49
610	\$25,000,000	116,015	4	56,017	1,699	24,020	35,236	11.62	4.49
-----	50,200,775	539,000	2.33	201,714	31,304	117,497	201,863	14.93	6.75
450	\$5,433,534	61,600	2.2	23,172	5,417	12,366	22,475	12.22	2.27
165	\$15,000,000	66,000	12	53,308	11,107	17,347	34,709	17.81	3.89
500	-----	75,500	-----	27,359	3,042	14,616	26,092	10.62	4.13
1,786	\$30,603,390	726,000	2.4	110,617	3,566	82,651	\$110,616	11.38	3.20
2,000	\$46,689,702	120,000	4.3	144,310	17,317	76,341	124,698	13.94	5.67
700	\$69,913,032	438,384	2.6	88,335	2,135	47,266	60,500	13.70	2.37
150	\$12,500,000	80,145	3.15	31,853	1,671	17,069	31,854	15.13	6.11
841	\$21,114,118	161,000	-----	58,151	3,437	43,155	-----	-----	-----
458	\$10,996,474	109,906	6	102,272	6,720	22,963	83,173	12.56	2.96
700	-----	100,000	7	57,249	3,523	17,389	41,198	14.15	-----
350	\$10,000,000	152,650	5.5	43,638	3,679	20,236	29,946	16.00	88
18,357	\$300,000,000	1,653,178	3.4	694,043	69,089	461,648	673,036	-----	-----
9,564	\$219,000,000	1,608,074	4.5	583,703	75,206	239,587	397,782	16.63	4.66
1,548	\$43,500,000	692,214	4.6	231,711	51,077	88,180	182,005	17.24	4.84
2,080	\$25,000,000	324,200	4.9	166,086	26,687	81,809	138,556	20.91	4.24
1,000	\$6,188,214	130,000	3.75	69,351	2,000	18,101	48,673	15.10	4.95
300	\$10,088,000	160,500	4.6	39,082	1,706	13,350	28,385	11.65	3.10
263	\$3,890,000	95,000	-----	45,681	9,861	15,428	33,871	-----	-----
300	\$7,000,000	152,500	5.5	40,300	364	20,225	29,958	14.01	2.56
1,000	\$14,085,000	202,600	7	61,450	16,734	22,677	58,846	14.04	4.27
150	\$9,516,456	150,000	4.5	67,964	7,345	28,472	62,691	14.45	5.23
450	\$6,000,000	111,200	5	57,779	2,426	18,082	37,665	11.24	2.68
2,200	\$10,568,720	600,600	5	154,712	4,404	69,788	142,647	16.12	4.25
500	\$12,000,000	171,000	5	58,352	5,714	34,125	52,709	18.06	4.13
395	\$8,800,728	85,995	2	46,378	13,814	29,130	49,440	-----	-----
4,000	\$55,020,811	893,031	4.16	261,084	8,230	103,418	266,204	13.00	3.14
400	\$10,000,000	400,000	5	-----	-----	12,841	-----	-----	-----
907	\$6,180,000	60,800	10	22,821	2,404	14,328	24,181	7.57	2.68
100	\$2,500,000	25,000	11	9,266	1,179	6,321	9,743	5.79	1.23
250	\$8,914,973	100,551	3.5	29,437	2,124	19,018	29,428	13.67	7.07
125	\$3,600,000	75,000	14	17,088	-----	7,347	16,664	6.51	2.01
150	\$9,201,624	255,300	4	68,702	5,706	25,222	55,204	-----	-----
1,300	\$22,439,977	299,820	4.5	97,043	17,445	31,248	80,599	12.73	5.22
550	\$17,222,268	413,218	13	102,417	1,509	50,358	101,057	15.77	4.79

* Includes a balance on hand of \$120.

* Estimated.

* Average number.

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TABLE II.—Summary of school

	Cities.	Estimated present population.	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	No. of days schools were taught.	Pupils.	
									Whole number enrolled.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10
159	Lancaster, Pa*	23, 000	6-21	.....	21	.....	66	205	2, 813	2, 297
160	New Castle, Pa.	9, 000	6-21	2, 250	5	1, 500	26	165	1, 541	1, 040
161	Norristown, Pa.	14, 500	6-21	.....	5	1, 878	39	201	2, 104	1, 398
162	Philadelphia, Pa.	a750, 000	6-	.....	*184	.....	1, 979	200	101, 924	88, 027
163	Pittsburgh, Pa*	130, 000	6-21	.....	53	18, 000	435	200	21, 488	14, 501
164	Pottsville, Pa*	15, 000	6-21	4, 525	8	2, 630	55	200	2, 199	1, 976
165	Reading, Pa*	40, 130	6-21	.....	20	6, 650	133	195	6, 252	4, 990
166	Scranton, 4th dist., Pa*	18, 000	6-21	.....	10	2, 750	61	....	3, 816	2, 076
167	Shenandoah, Pa.	8, 000	6-21	3, 300	7	.....	21	161	1, 808	1, 067
168	Titusville, Pa.	10, 000	6-21	2, 800	6	1, 583	30	196	1, 665	1, 123
169	Wilkesbarre, 3d dist., Pa	10, 000	6-21	.....	4	1, 390	31	189	1, 705	1, 235
170	Williamsport, Pa.	22, 000	6-21	3, 900	.....	.....	64	162½	3, 636	2, 694
171	York, Pa.	14, 000	6-21	.....	8	2, 200	44	168	2, 824	1, 705
172	Newport, R. I.	d14, 028	5-15	2, 807	10	2, 438	51	195	2, 131	1, 378
173	Providence, R. I.	d100, 675	5-16	.....	.....	.....	283	....	.....	.....
174	Warwick, R. I.	11, 614	5-16	.....	19	.....	29	196	2, 078	1, 866
175	Woonsocket, R. I.	14, 000	5-16	3, 236	13	1, 608	28	193	1, 925	1, 147
176	Chattanooga, Tenn.	12, 000	6-18	2, 421	7	.....	23	165	1, 709	.....
177	Knoxville, Tenn.	16, 000	6-18	1, 949	4	930	22	192	1, 415	725
178	Memphis, Tenn.	50, 000	6-20	9, 091	10	3, 780	63	170	3, 097	2, 457
179	Nashville, Tenn.	27, 085	6-18	9, 535	8	3, 750	74	191	4, 032	2, 936
180	Houston, Tex.	27, 000	8-14	2, 890	14	1, 336	25	167	1, 583	1, 319
181	Burlington, Vt*	15, 000	5-20	3, 207	8	.....	30	194	1, 250	.....
182	Rutland, Vt.	*7, 000	5-20	2, 206	6	675	16	190	825	507
183	Alexandria, Va.	13, 500	5-21	4, 447	4	1, 150	18	195	1, 183	812
184	Lynchburg, Va.	15, 000	5-21	4, 093	7	.....	23	184	1, 388	789
185	Norfolk, Va.	23, 000	5-21	6, 244	7	1, 400	26	203	1, 514	1, 085
186	Portsmouth, Va*	10, 500	5-21	3, 399	.....	.....	13	204	820	479
187	Richmond, Va.	77, 500	5-21	20, 754	15	5, 573	124	179	5, 558	4, 696
188	Wheeling, W. Va.	28, 270	6-21	9, 676	15	5, 000	105	198	5, 897	3, 401
189	Pond du Lac, Wis.	15, 308	4-20	5, 846	17	3, 044	47	200	2, 643	1, 867
190	Janesville, Wis.	11, 000	4-20	3, 775	.....	1, 780	35	197	1, 751	.....
191	La Crosse, Wis.	17, 000	4-20	3, 612	8	1, 743	33	195	2, 047	1, 403
192	Madison, Wis.	10, 500	4-20	3, 926	*9	.....	*30	180	*1, 800	.....
193	Racine, Wis*	16, 000	4-20	4, 794	7	1, 850	38	200	2, 262	1, 587
194	Georgetown, D. Cg	} 106, 000	6-17	19, 489	47	11, 168	200	188	13, 105	10, 257
195	Washington, D. Cg									
	Total	9, 099, 025	.....	1, 719, 840	3, 035	826, 206	23, 830	.....	1, 249, 271	852, 302

* From Report of the Commissioner of Education for 1876.

a From Report of the Commissioner of Education for 1875.

b Assessed valuation.

c Includes cost of supervision

d Census of 1875.

CITY SCHOOLS.

LV

statistics of cities, &c.—Continued.

Pupils.	Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation—mills per dollar.	Total receipts.	Expenditures.			Average expenses per capita of daily av. att. in public schools.	
					Permanent improvements.	Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.
11	12	13	14	15	16	17	18	19	20
810	\$13,194,298	\$82,000	2.5	\$87,217	\$39,021	\$24,637	\$71,243	.....	.....
500	4,910,568	43,700	10	15,272	626	8,398	15,258	\$9.33	\$4.74
600	.....	115,054	6	32,890	.....	18,769	28,790	13.02	3.41
.....	.....	6,280,469	.....	1,675,611	.....	1,103,500	1,611,109	.....	.....
11,060	175,000,000	1,900,000	3.5	546,849	14,136	216,776	433,005	16.00	10.00
100	12,000,000	192,000	6.5	73,739	22,482	23,602	68,470	11.94	5.67
.....	23,320,994	350,000	3	124,420	3,500	51,529	119,403	10.30	4.10
850	10,900,000	180,000	20	67,363	.....	29,399	61,126	14.16	6.07
.....	3,000,000	50,000	8	20,491	214	5,372	15,061	6.44	2.18
300	6,200,000	108,800	15	41,081	5,518	14,488	36,264	13.94	4.77
200	62,329,019	84,000	15	27,576	937	18,400	26,808	14.90	6.80
200	12,000,000	122,300	5.5	39,169	.....	23,204	.....	9.05	2.78
400	8,000,000	125,000	3.5	28,181	.....	17,323	28,074	.....	.....
1,010	29,266,600	205,006	1.4	64,482	21,014	29,365	62,381	22.03	7.25
.....	.....	.....	.....	.....	119,530	180,124	.....	.....	.....
.....	510,000,000	.....	.....	11,542	.....	11,342	.....	8.44	.....
644	511,497,562	143,000	1.25	21,062	819	14,069	25,424	.....	5.30
225	64,500,000	16,634	2.5	12,304	881	10,619	15,884	12.27	2.55
300	6,000,000	21,000	2	12,937	257	10,091	12,367	15.57	1.13
2,000	25,000,000	139,050	1	51,164	540	42,696	61,014	17.37	7.46
500	13,306,200	168,000	4.5	60,673	0	47,710	60,673	17.01	3.23
350	67,164,172	19,711	1.25	12,563	1,050	8,000	12,643	7.96	82
.....	6,000,000	87,775	5	20,001	216	15,056	19,042	.....	.....
350	4,000,000	18,000	4	9,998	75	7,411	9,706	.....	.....
650	4,000,000	49,450	2.8	13,542	2,750	7,845	13,595	9.96	2.31
.....	67,202,180	38,300	1.24	15,476	20	12,213	15,430	16.72	3.17
740	613,458,421	58,000	8.03	19,856	.....	14,480	17,658	13.89	2.87
.....	3,144,871	10,000	2	11,189	.....	6,200	8,683	14.19	3.93
4,350	39,187,097	245,247	.....	80,788	5,591	49,030	80,788	13.65	2.34
2,000	14,742,515	236,680	4	73,321	.....	38,739	67,844	12.28	3.36
500	63,285,444	129,300	7	24,198	3,965	19,850	30,523	.....	.....
450	6,000,000	175,000	4	24,445	7,958	12,690	24,445	10.00	2.43
800	.....	58,037	.....	39,011	11,541	17,148	34,732	.....	.....
500	.....	*121,000	4	*26,672	*250	*15,105	*28,713	.....	.....
480	10,000,000	74,500	6.3	20,885	1,070	18,373	23,397	11.80	2.60
6,760	87,200,779	826,052	.....	333,766	3,351	148,864	433,766	15.26	6.49
296,127	6,292,944,187	76,315,950	.....	24,471,481	2,118,704	13,151,120	22,589,491	.....	.....

e Includes fuel.

f Includes pay of janitors.

g Receipts as reported were \$33,184; but the items given amount to \$28,572 only.

h These statistics are for white schools only.

i Includes \$107,274 for colored schools.

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TABLE II.—Average expenses per capita of daily average attendance in city public schools.

Cities.	For instruction and supervision.	For incidental expenses.	Cities.	For instruction and supervision.	For incidental expenses.
Newton, Mass	\$26 37	\$7 63	Rochester, N. Y.....	\$14 93	\$0 75
Boston, Mass	25 94	10 21	Wilkes-Barre (3d district), Pa ...	14 90	6 80
San Francisco, Cal.....	24 00	4 80	Adrian, Mich	14 79	2 14
Buffalo, N. Y	23 40	.....	Covington, Ky.....	14 70	2 28
Denver, Colo	22 49	6 11	Trenton, N. J	14 68	3 00
Newport, R. I	22 03	7 25	New London, Conn	14 64	.....
Salem, Mass	21 38	6 29	St. Paul, Minn	14 55	1 24
Cambridge, Mass	20 95	4 68	New Bedford, Mass	14 50	4 50
Dayton, Ohio	20 91	4 24	Springfield, Ohio	14 45	5 23
New York, N. Y	20 81	7 63	Newburyport, Mass	14 40	2 41
San José, Cal	20 39	9 81	Portland, Me.....	14 31	2 62
Minneapolis, Minn	20 08	6 60	Taunton, Mass	14 25	3 95
Haverhill, Mass	19 89	5 40	Portsmouth, Va.....	14 19	3 93
Fall River, Mass	19 84	4 77	Ithaca, N. Y	14 17	4 01
Omaha, Nebr	19 15	4 96	Scranton (4th district), Pa	14 16	6 07
Council Bluffs, Iowa	18 45	6 37	Canton, Ohio.....	14 15	.....
New Haven, Conn	18 41	5 84	Cohoes, N. Y	14 09	8 68
Zanesville, Ohio	18 06	4 13	Sandusky, Ohio	14 04	4 27
Saratoga Springs, N. Y.....	17 81	3 89	Portsmouth, Ohio	14 01	2 56
Orange, N. J	17 77	4 07	Troy, N. Y	13 94	5 67
Davenport, Iowa	17 65	3 65	Titusville, Pa.....	13 94	4 77
Memphis, Tenn	17 37	7 46	Norristown, Pa	13 92	3 41
Worcester, Mass	17 25	3 97	Elmira, N. Y	13 89	3 98
Columbus, Ohio	17 24	4 84	Norfolk, Va	13 89	2 37
Burlington, Iowa	17 06	5 93	Rock Island, Ill.....	13 77	3 60
Nashville, Tenn	17 01	3 23	Springfield, Ill	13 73	3 64
Fort Wayne, Ind.....	16 98	4 14	Utica, N. Y	13 70	2 87
Springfield, Mass	16 84	3 82	Chester, Pa	13 67	7 07
Lynchburg, Va	16 72	3 17	Richmond, Va	13 65	2 34
Cleveland, Ohio	16 63	4 66	Saginaw, Mich	13 62	4 64
Louisville, Ky	16 46	6 82	Vicksburg, Miss	13 51	2 70
Terre Haute, Ind	16 39	3 49	New Orleans, La	13 50	3 00
Manchester, N. H.....	16 30	4 19	Norwalk, Conn	13 50	2 25
Kansas City, Mo	16 12	4 33	Ann Arbor, Mich.....	13 46	3 64
Toledo, Ohio	16 12	4 25	Long Island City, N. Y	13 45	5 73
Pittsburgh, Pa	16 00	10 00	St. Joseph, Mo	13 43	3 93
Newark, N. J	16 00	4 23	Auburn, N. Y	13 36	3 15
Chillicothe, Ohio	16 00	88	Nashua, N. H.....	13 22	5 12
Des Moines (west side), Iowa	15 96	3 00	Holyoke, Mass	13 21	3 13
Lynn, Mass	15 91	4 92	Weymouth, Mass	13 16	3 68
Harrisburg, Pa	15 77	4 79	Elizabeth, N. J	13 10	4 97
Knoxville, Tenn	15 57	1 13	Decatur, Ill	13 10	3 31
Kingston, N. Y	15 49	3 63	Logansport, Ind	13 04	3 46
Little Rock, Ark.....	15 33	3 40	Belleville, Ill	13 02	2 22
Georgetown, D. C	15 26	6 49	Allegheny, Pa	13 00	3 14
Washington, D. C			Savannah, Ga.....	13 00	.....
Watertown, N. Y	15 13	6 11	Newburgh, N. Y.....	12 98	4 75
Hamilton, Ohio	15 10	4 95	Atlanta, Ga.....	12 78	2 02
Nichburg, Mass.....	15 07	3 74	Erie, Pa.....	12 73	5 23

TABLE II.—Average expenses per capita of daily average attendance, &c.—Continued.

Cities.	For instruction and supervision.	For incidental expenses.	Cities.	For instruction and supervision.	For incidental expenses.
Lockport, N. Y.....	\$12 67	\$3 05	Bay City, Mich.....	\$11 20	\$3 37
Akron, Ohio.....	12 56	2 96	East Saginaw, Mich.....	11 07	5 41
Paducah, Ky.....	12 51	2 38	Joliet, Ill.....	10 88	2 80
Macon, Ga.....	12 51	1 26	Schenectady, N. Y.....	10 62	4 13
Binghamton, N. Y.....	12 35	2 40	Marlboro', Mass.....	10 39	2 61
Leavenworth, Kans.....	12 29	3 00	Reading, Pa.....	10 30	4 10
Wheeling, W. Va.....	12 28	3 36	Galesburg, Ill.....	10 18	3 41
Chattanooga, Tenn.....	12 27	2 55	Alton, Ill.....	10 10	2 60
New Brunswick, N. J.....	12 25	2 81	Janesville, Wis.....	10 00	2 43
Rome, N. Y.....	12 22	2 27	Alexandria, Va.....	9 96	2 31
Camden, N. J.....	12 16	5 07	Columbus, Ga.....	9 62	2 21
Chicago, Ill.....	12 13	4 05	Newport, Ky.....	9 40	.....
Lawrence, Kans.....	12 09	5 65	New Castle, Pa.....	9 33	4 74
New Britain, Conn.....	12 00	3 50	Williamsport, Pa.....	9 05	2 78
Oswego, N. Y.....	11 98	4 49	Warwick, R. I.....	8 44	.....
Pottsville, Pa.....	11 94	5 67	Hannibal, Mo.....	8 21	2 74
Peoria, Ill.....	11 92	3 61	Houston, Tex.....	7 96	82
Racine, Wis.....	11 80	2 60	Altoona, Pa.....	7 57	2 68
Paterson, N. J.....	11 74	4 04	Danville, Pa.....	6 51	2 01
Mansfield, Ohio.....	11 65	3 10	Shenandoah, Pa.....	6 44	2 18
Poughkeepsie, N. Y.....	11 62	4 49	Carbondale, Pa.....	5 79	1 23
Bloomington, Ill.....	11 57	3 97	Adams, Mass.....	(15 34)	.....
Syracuse, N. Y.....	11 38	3 20	Bangor, Me.....	11 88	.....
Lewiston, Me.....	11 26	5 46	Woonsocket, R. I.....	.....	5 36
Steubenville, Ohio.....	11 24	2 68			

The following extracts are from Dr. John D. Philbrick's interesting report of the Boston public schools for the present year:

How much is done in city schools? Upon this point Dr. Philbrick says, substantially: The essential statistical items to be considered are, first, the proportion of schoolable children educated, and, second, the proportion of the pupils found in different grades. The following table exhibits those data for St. Louis and Boston:

	St. Louis.	Boston.
Population (estimated).....	450,000	350,000
Pupils belonging.....	25,896	46,925
Percentage in lowest year.....	38.90	17.60
Percentage in lowest three years.....	67.94	42.37
Percentage in the highest year.....	2.36	3.13
Percentage in high schools.....	3.24	4.49

Boston supports 26 special schools, namely, 1 Kindergarten, 2 schools for licensed minors, 1 for deaf-mutes, 16 elementary evening schools, 1 evening high school, and 5 evening drawing schools. The whole number of pupils belonging to these schools was 3,897, and the average attendance 1,918. The whole number of teachers employed was

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177, and their salaries amounted to \$47,053.07, against 101 teachers receiving salaries amounting to \$26,526.34 in 1872.

The evening high school is one of the most valuable and interesting institutions. The average number belonging for the six months ending April, 1877, was 950; the average attendance for the time was 352, of which number 242 were males and 110 females. The number of teachers, including principal, was 11, giving an average of 32 scholars to a teacher, exclusive of the principal. The course of study, comprising both technical and liberal branches, is not subject to such limitations as are applied to the day schools, but new branches are added to the curriculum whenever they are desired by a sufficient number of pupils to justify the formation of a new class.

The several evening elementary schools which were in operation from October, 1876, to April, 1877, registered 5,175 pupils. The average number belonging was 2,142, and the average attendance 1,205, of whom there were males 851, females 354. The number of teachers, including principal, was 139, giving an average of 9.8 pupils to each teacher, exclusive of the principal.

In the evening drawing schools 1,244 pupils were registered; the average number belonging was 635, and the average attendance 279, viz, males 235, females 44. The instruction was given by 13 teachers. The average number of pupils to each teacher, exclusive of the principal, was 23.

Special schools form an important feature of many city reports. Other cities of Massachusetts follow the example of the capital. Thus, Worcester reports 1 evening school for boys, 1 for girls, 4 for both sexes, and 5 free evening drawing schools, also for both sexes. Philadelphia maintained 51 night schools for 1877, in which were registered 14,672 pupils of both sexes. The unusually large attendance of mechanics in these schools indicates their practical importance. Pittsburgh reports 65 evening schools under the conduct of 27 male and 48 female teachers. The total number of pupils registered in these was 4,267 and the average attendance 1,860, of whom 1,560 were boys and 300 girls. The teachers' salaries amounted to \$7,598.95, or a cost per pupil per term of 65 nights, reckoned on average attendance, of \$4.08. In addition to these literary schools there were 65 industrial evening schools, employing 4 male and 1 female teacher. To these 188 pupils were admitted and the total average attendance was: boys, 103; girls, 3. The amount of teachers' salaries was \$600, or a cost per pupil per term of 65 nights, on average attendance, of \$5.65. The pupils in these schools are mostly young men who are engaged during the day in the shops and foundries of the city, and such is the interest that not a single case of misconduct has been reported in any one of the several schools in operation during the last three years. Baltimore has 7 evening schools for white and 4 for colored pupils. The Baltimore City College crowns the public advantages secured to boys. Cincinnati reports 15 night schools, 4 of which are for colored pupils. In these were enrolled 3,631 pupils, an increase of 14.2 per cent. on the average yearly enrolment from 1869 to 1877. In the night high school were registered 703 males and 103 females. The average age of pupils in the night schools for whites was 16 years; of those in the schools for colored pupils, nearly 25 years. Book-keeping and drawing receive special attention in the night high school course.

Respecting the importance of studying other school systems as well as our own, Dr. Philbrick justly observes:

Among the means of educational improvement and progress nothing is so useful as the study of other schools and systems. It is only by comparison that we arrive at a true estimate of the character of a school system. In times past we have suffered from this fault. If we would unlearn old prejudices and learn new excellences we must go beyond the smoke of our own chimneys.

In pursuance of this principle, Dr. Philbrick obtained permission to visit schools in other cities, and brought back for the benefit of his own city the results of his careful examination.

The opposite systems of organization which have prevailed in the school boards of

our country are fully described in his valuable report. On this subject Dr. Philbrick writes :

The system of education in each city visited is under the control of a board of education, of which the number of members is not at all proportioned to the population of the city to which it belongs. The Cincinnati board is the largest in proportion to its population, and the New York board the smallest. Pittsburgh, with a population of about one-ninth of that of New York, has a board more than 50 per cent. larger; Louisville, with a population less than a third of that of St. Louis, has a board of equal size. The boards differ, not only in the proportion of members, but also in respect to mode of election and tenure of office. Thus, in Cincinnati, Louisville, and St. Louis they are elected by the people in the several wards, to serve for two years, one-half going out of office each year. In New York the members are appointed by the mayor, without regard to ward representation, to hold office for three years, one-third going out each year; and at Pittsburgh the term of office is the same, but the members are elected, one for each subdistrict or ward, by its board of school directors, which is itself chosen by the people.

The organization of the school boards in western cities presents two types, of which the St. Louis and Cincinnati boards are the most characteristic examples. The St. Louis board has only twelve standing committees, of which only three have direct reference to matters relating to instruction and discipline, the other nine being business committees. The Cincinnati board of education, on the other hand, has twenty-five standing committees. In addition to this formidable array of standing committees, there are thirty-four subcommittees on districts and schools. Nor does this complete the list. The union board, composed in part of members of the board of education, which has charge of the high schools, employs no less than fifteen committees, so that the management of the whole system of schools is shared by seventy-four committees. The St. Louis type may be designated the type of simplicity and centralization; the Cincinnati, the type of complexity and decentralization.

HYGIENE IN THE PUBLIC SCHOOLS.

The report of the State Board of Health of Massachusetts for 1877 (pp. 229-251) contains a paper on the "Sanitation of public schools in Massachusetts," by Dr. D. F. Lincoln, of Boston, "based on returns from nearly all the school buildings in Boston, the total actually in use being 159, with an attendance of 46,418; also from schools not in Boston, estimated to number 400, with 40,000 children, or about one-sixth of the corresponding school population." The results of the inquiries are summarized as follows: "The drainage of country school sites is reported as bad in one-seventh of the cases; in Boston, in a few." Complaints are made of "dampness of walls or floors; stagnant water in neighborhood; house originally set too low for drainage; entire absence of sunlight in a room." "The ventilation is very generally said to be poor." Complaints are made of "misdirection of funds by which exterior ornament is added, to the neglect of essential portions of the ventilating apparatus." "Bad location of ventilators in the room; coldness of floor, with undue heat of upper air; inattention to the state of the atmosphere on the part of teachers, and sudden opening of windows in cold weather." "A cellar or basement is absent in a number of country schools." Complaints concerning closets, both in and out of doors, are almost universal. Offensive odors are usually complained of; a very few aggravated cases are given. The Boston city board of health, in 1876, said, concerning this evil: "The odors escaping . . . pervade the school rooms, causing nausea, compelling the teachers to close the doors and windows to exclude the disgusting scent, which even then penetrates the rooms, especially when the atmosphere is warm and muggy and the scholars are most in need of pure air from without." The diseases mentioned as resulting from this are "catarrhs, dyspepsia, debility, diarrhoea, dysentery, and zymotic disease." "The amount of simple ordinary debility due to a slowly acting cause is often very hard to estimate. . . . That such debility may be produced by . . . living in an air containing fecal odors simply is certain; and from this debility up to the production of headaches, with slight fever, or of violent, even rapidly fatal, cases of typhoid, there are all possible gradations. . . . The connection of diphtheria, scarlatina, dysentery, and diarrhoea with foul odors and bad drains is now admitted to be a fact, though not always a traceable one."

In the report of the State Board of Health of Wisconsin for 1876 (pp. 38-43) we find the following on ventilation :

Systems of schooling do not fall within our province; but the construction of edifices in which the business of training shall be carried on is of paramount importance, upon the evidence before us, when we contemplate the physical wrecks which have resulted from the continual stress on muscle and nerve involved in our efforts to extend the blessing of intellectual culture to the rising generation. * * * Proper ventilation is impossible unless our buildings are so constructed as to permit of the best processes being carried out in their integrity. * * * It is, indeed, too true that in many buildings, private as well as public, upon which large sums have been expended, a difference of from 12° to 15° may be found between the heat of the room at 6 feet from the floor and that of the floor itself. Not long since a teacher said, when speaking of a very costly structure, that the children taught therein must stand upon their heads if their feet were to be kept warm and their brains cool during tuition. * * * Reference has been made to the necessity for additional floor room in school buildings. * * * Many persons suppose that if the requisite space in cubic feet is given for each individual, it matters not whether it is supplied in height or in breadth. No error could be more pernicious. The breathing room of the individual must be comparatively near to his own level, and unless it is sufficient to protect him from breathing the impurities emitted from his own and the neighboring lungs and bodies, he cannot fail to be poisoned in a greater or less degree by the noxious effluvia which every animal emits. * * * The most moderate space assumed to be compatible with the maintenance of health is 25 feet of floor space and 300 cubic feet of air space, with the proper ventilation, for each pupil. * * * When that provision has been supplied, the stigma will be removed from our school system, that it causes three-fourths of all the cases of lung disease known to prevail among children.

The same article says :

Our school system, which is oppressive to both sexes, is specially injurious to girls at the age when they are approaching womanhood. * * * It is a fact within the knowledge of every expert, that our school buildings appear to have been constructed with the express design to superadd physical exhaustion to the other destructive forces that threaten the lives of the future mothers of America.

The report of the same board for 1877 (pp. 42, 43) gives the results of some analyses made by Professor Daniells, of the State university, of the air in some of the school buildings in Madison. In one, "in 10,000 volumes of air he found carbon dioxide to the extent of 7.7; * * * in the high school room, * * * in 10,000 volumes of air, 8.74 of carbon dioxide; in the same building, room of second grade, 10,000 volumes of air contained 11.9 of carbon dioxide; * * * and the worst result of all, in the fifth ward school, in the primary room, at 3 p. m., on the 22d of March, there being 54 pupils present, one-fifth less than the whole number in the grade, 10,000 volumes of air exhibited 25.6 of carbonic dioxide, or five times the maximum quantity which, under natural conditions, may be found in the atmosphere and respired without danger. The ill effects which must have resulted, and which doubtless are continuing to result, to the constitutions of the children from breathing carbonic acid, carbonic oxide, mephitic gases and exhalations, and dead decomposing animal matter, in air largely deficient in oxygen, the life sustaining property, cannot be described in any adequate degree; but the imagination of the discreet reader will not fail to suggest that the largest benefit to be hoped from school training at that age could not offset the terrible evils which such an atmosphere must entail."

The report of the State Board of Health of Louisiana for 1877 (pp. 72, 73) presents the following statement from one of the sanitary inspectors of New Orleans:

I must earnestly direct attention to the fact that in many of the school rooms the children are horribly overcrowded. To appreciate the extent of this outrageous treatment of little children, consider by contrast a properly constructed building, such as the McDonogh School, which allows for each pupil 23.02 feet of superficial space and 345.30 feet cubic space, and some of these marked "bad," which allow to each child 6.86 superficial feet and 75.43 cubic feet space, and others which give but 4.77 superficial and 51.79 cubic feet of space, while others finally allow only 3.81 of superficial and 30.48 cubic feet to each person. It is impossible to describe the manner in which these poor children are not only crowded, but packed, the ceilings and the openings inadequate to afford such ventilation and light as are indispensable to health and comfort. * * * When cold or wet necessitates the closing of doors and windows, the atmos-

phere is quickly converted into such an intolerable stench as to force a compromise with the weather, and these have to be opened partly; when this is done, the children are subjected to irregular currents of cold damp air, a most fruitful source of illness. A heated stove in such a room only adds a powerful source of vitiation.

The president of the State Board of Health of Maryland, in his report for 1876 and 1877 (pp. xxv, xxvi), considers the hygienic condition of schools, especially as affecting the eyesight of the pupils. He says:

That eye diseases are alarmingly on the increase, especially in large cities, is a lamentable fact, which should force itself upon the attention of the sanitary and educational authorities of the State. Many of the eye troubles, especially near-sightedness, unquestionably originate during school life, and ever afterwards render the eyes of the sufferers more liable to take on destructive diseases. Defective ventilation, imperfect lighting, badly arranged desks, crowded school rooms, and over zeal on the part of the teachers in forcing the brain at the expense of other organs are some of the preventable causes of eye diseases among our school going population. Near-sightedness, when thus acquired, not only annoys the individual sufferer for the rest of life, but may be transmitted to the next generation by "hereditary taint," so that our improved civilization, under educational pressure, will in time ingraft bad eyes upon our whole people. " * * * The paramount importance of strong eyesight, especially to that class of our fellow citizens who, from the inexorable logic of necessity, must either educate their children in the public schools or permit them to grow up in absolute ignorance, is beyond all question; and hence it behooves the authorities, both State and municipal, not to distribute with the incalculable blessings of education an evil of so serious a nature as defective vision.

Prof. J. J. Chisolm is now engaged in making a scientific examination into the sanitary condition of the eyesight of the pupils in the public schools of Baltimore, and will make a full report for the next biennial publication of the State Board of Health.

Hon. James H. Smart, State superintendent of public instruction for Indiana, devotes several pages of his report for 1876 (pp. 96-102) to the consideration of the subject of school hygiene, remarking emphatically:

It is utterly impossible to teach a successful school in a poorly warmed and ill ventilated house. Pure air is necessary to the proper application of the mind on the part of the pupils. Listlessness, peevishness, idleness, and mischief as frequently result from impure air as from a bad disposition. Foul air irritates the body and stupefies the mind certainly and quickly. A ventilating apparatus constructed in a country school-house would pay for itself in less than a week in the increased efficiency of the school. " * * * A great deal of sickness among children may be traced directly to badly warmed and ventilated school-houses. I believe also that the foundations of permanent diseases which sometimes manifest themselves in after life are not infrequently laid in the same places.

After recommending certain methods of heating, ventilating, and lighting, he says:

It is my duty to call the attention of school officers to the evils here spoken of; it is their duty to apply the remedy. If they do not, I think it would be the duty of the Legislature to require them by statutory provision to do so.

A committee appointed by the Medico-Legal Society to confer with the school authorities of New York City, "with a view to such legislation as may promote the health of school children," addressed to the president of the board of education of that city a letter, from which the following are extracts:¹

At the outset of our inquiries, our attention has been arrested by a report of the committee on by-laws, &c., of the board of education, under date of March 15, 1876, not yet adopted and recommending a continuance or at best only slight modifications of conditions which we are convinced are utterly inconsistent with due care for the preservation of the health of the children in the public schools. " * * * We first notice the conclusion of your committee in regard to the amount of air space required. " * * * "In fixing the sitting capacity of rooms, the following shall be a minimum allowance of floor surface and air space per pupil: In the three lower grades of primary schools and departments, five square feet and seventy cubic feet; in the three higher grades, six square feet and eighty cubic feet; in the four lower grades of grammar schools, seven square feet and ninety cubic feet; in the four higher grades, nine square feet and one hundred cubic feet." " * * * Such a capacity of school room space, though confessedly greater than that which now is and hitherto has been

¹The Sanitarian, vol. iv, 1876, pp. 210-213, 506.

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allowed thousands of children in the public schools of New York, is not, so far as we have been able to learn, consistent with physiological law or with the opinions upon this subject of those whose scientific judgment is entitled to deference and respect. * * * In regard to the deleterious effects of an excess of carbonic acid alone in the air we breathe, there is no difference of opinion among competent authorities. All agree that when it reaches the proportion of 1 volume per 1,000, it is dangerous to health; if not immediately, none the less certainly in its cumulative effects. It creates a general indisposition of both body and mind, stunts bodily and mental development, and particularly predisposes to scrofula and consumption; and its excess in crowded apartments is usually an index of the presence of other deleterious agents due to the same cause.

But, besides these, there are still other gases frightfully abundant in the school-houses of New York, due to the emanations from latrines and privies. For example: Primary School No. 1, on Ludlow street, one of the *newest* and best arranged and appointed, besides being overcrowded and unventilated, is tainted throughout the halls, and at times by way of the fanlights over the doors in the class rooms, with the odors arising from the latrines in the basement, which are emptied only "once or twice a week." The seating capacity of this building is given as 1,700; actual register, 1,440; attendance 1,329; square feet in 12 rooms, 3,264; cubic feet in the several class rooms varying from 33 to 41 for each child! * * * That the children in our public schools should be exposed to poisons generated by means of these foul and disgusting latrines, only to economize the water needed to keep well constructed water-closets in order, is simply inhuman and ought to be at once amended.

The habit of wetting coal in bulk in the cellars, which is sometimes practiced, causes it to emit poisonous gases deleterious to health, and it should be forbidden.

Lofty ceilings are regarded by some as a principal means of insuring a sufficient measure in cubic feet for each person. Unless ventilation is secured for the upper portion of a room, a lofty ceiling only makes that portion of space above the tops of the windows a receptacle for foul air, which accumulates and remains to vitiate the stratum below.

In fixing the "sitting capacity," it should be borne in mind that the smaller the allowance the greater the necessity for the constant admission and change of air. * * * If the cubic space be small, the means for change of air must be large in the inverse ratio. Thus, with a space of 100 cubic feet, in order to maintain the air at a healthy standard it must be changed thirty times an hour, which is not practicable without exposing the inmates of the room to dangerous currents. * * * Every individual actually poisons fifteen cubic feet of air every hour. To prevent this, thirty cubic feet, at the least, should be provided hourly, which proportion, for five hours' daily school session, requires 150 cubic feet as the smallest space compatible with efficient ventilation without dangerous exposure to draughts.

The same committee, in a subsequent report, dwells upon the injustice of enforcing the compulsory law while the school buildings are in their present condition:

School-houses where young children are herded and forced to sit for hours in a vitiated atmosphere, in constrained positions, do not come up to the standard. It would be cruelty to animals, not to speak of tender little ones, to add to this torture by increase of numbers without increased accommodation. The idea of compulsory attendance under these circumstances is preposterous, and at variance with all wise and beneficent law and the common rights of humanity.

At a meeting of the New York Medico-Legal Society, January 3, 1877,¹ where the subject of school hygiene was under discussion, Dr. Agnew said:

There is a school in one of the most densely populated sections of the city of New York, in the tenth ward, where there are on an average about 1,600 children in the primary department, where rooms are so dark that the blackboard exercises could not be distinguished by the eye, and the gallery classes so crowded that there is scarcely room to move. * * * It would be accounted cruelty to animals to keep them under such unsanitary conditions; how much more is it cruelty to children to keep them there for any length of time.

At another meeting of this society, February 7, 1877, Dr. O'Sullivan stated:²

It is but a day or so since I entered one of the new school-houses of this city [New York]. * * * I entered the primary class room on the ground floor, and found there sixty-nine little ones with their teacher. There was a small window facing a *side wall* not more than two feet distant. * * * Through this small window they

¹The Sanitarian, March, 1877, pp. 124, 125.

²Ibid., May, 1877, pp. 209, 210.

received all the light they had, and it was admitted so as to strike their books immediately over the right shoulder. When the door was opened it led immediately into the playground, and the watercloset was in close proximity to it, so that the effluvia could not help but enter with all its freshness into the school room. * * * This was all the ventilation and light provided. I went into the upper rooms of the primary department, and there I found the teachers in one of the middle rooms, and the children seated as close as they could be packed, and I was informed by the principal that the gloom was so great on a dark day that the little ones could not see the figures on the blackboard. * * * Yet this is one of the recently erected school edifices, "erected at great expense," because of the "modern improvements," by the great city of New York. * * * I went up into the top or highest floor, the male department, * * * and there I found, with but one exception, that the benches were placed in a position where the light entered in a manner not according to the laws of hygiene—and there was a defect in the sight of the children. And to add to the insalubrious state of affairs, the waterclosets used by the teachers were placed in close proximity to the class room, and communicated with it by an open window! And I have been informed * * * that there is a new school-house on the west side * * * in which there is the same arrangement throughout.¹

The report of the Board of Health of the City of Boston for 1875 (pp. 43-51 and 76, 79, and 80) contains the results of the inspection of 111 schools in 10 school-houses of that city, "representing, so far as possible, every variety of distinguishing quality:"

The time chosen in each instance was the last hour of the morning or of the afternoon session, when the room had been occupied at least an hour, and when the air would probably be found at its worst. A specimen of the air was obtained from the middle of the room, the jar being filled at the level of the scholars' heads. At the same time, the temperature of the room was taken at the floor level and at the level of the pupils' heads. Finally the condition of the window sashes and of the ventilating registers, whether open or shut, was noted; and a note was also taken of the state of the atmosphere to the sense of smell, with the number of desks in the room and the number of children present. * * * Parkes, the eminent English authority on hygiene, * * * has found that the organic products of respiration begin to be manifest when the carbonic acid in the air of an inhabited room reaches the proportion of .6 per 1,000. * * * Pettenkofer, who is at the head of German sanitarians, makes the limit of purity .7 of carbonic acid in a thousand volumes of air, beyond which an unwholesome degree of vitiation begins.

The smallest amount of carbonic acid found in any of the 111 rooms examined was .57, the greatest 3, and the average of all the rooms was 1.18. Concerning the temperature of the rooms, it is said:

Some notion of the probable effect upon health of a continued exposure to a superheated atmosphere which is at the same time vitiated by respiration may be obtained by entering almost any of our school rooms at the latter part of a half day's session in midwinter. To a sensitive person leaving the outer air and coming at once into such a room, the impression is one not easily forgotten. The blast of hot foul air is sickening. The marvel is that children do not more frequently succumb to the inevitably depressing influence of such unwholesome conditions. * * * It may be set down as a safe standard rule that the temperature of school rooms should range between 65° and 68° Fahrenheit (18.5° and 20° centigrade). It need hardly be stated here that the ordinary temperature of school rooms is above 68°, and that a point in excess of 70° is very commonly found. * * * If anything is worse than an excessive degree of artificial heat, it is the quick transition to the opposite extreme. It is a frequent thing in school room experience that the teacher, becoming suddenly aware that the air is too warm for comfort, directs that the window sashes be opened at the top to effect a speedy relief. The consequence is that the inevitable wave of cold outside air sweeps over the uncovered heads of the children, and a fresh accession of cases

¹In the New York Times of May 29, 1878, we find the following: "At the meeting of the board of health yesterday a report was presented by Dr. Janes and Sanitary Engineer Nealis in relation to the condition of grammar school No. 48, in West Twenty-eighth street, between Sixth and Seventh avenues. The report set forth that they found the gratings intended for supplying fresh air to the cellar tightly covered, preventing the circulation that should keep the air pure. In one of the class rooms there was a leakage of gas from a defective pipe, and it was stated that the leakage had existed since the last vacation. In another of the class rooms on the third floor, used for instruction in writing, the light is inadequate, and its continued use for that purpose will tend to seriously impair the sight of the pupils. The ventilating shafts from the sinks in the yard terminate at the windows of the class rooms on the second floor, and discharge foul and deleterious odors into the class rooms when the windows are open. A copy of the report was ordered to be sent to the board of education."

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of bronchitis or of more serious pulmonary affections is the result. An instance of this thing was observed in the inspection of the Chapman School. A room showed at the desk level a temperature of 77° ; three-quarters of an hour later the same room was revisited, when the thermometer indicated 61.7° , a fall of 15.3° ! Between the two visits the teacher had "aired" the room to some purpose; the air was pure enough, surely, and the coughing and sneezing of the children gave warning that it was cold enough also. If such a sudden change should occur in the outer atmosphere it would be considered a fruitful cause of increased sickness in the community.

The universal testimony of the teachers in the course of the investigation was to the effect that they could not rely on the special means provided for the ventilation of their rooms. * * * The system of flues and shafts as at present disposed in school-house construction must be supplemented by opened doors and windows.

This report, in conclusion, says:

It is sometimes said that the matter of school-house ventilation is discussed and agitated more than its real importance warrants. * * * The need is not of less but of more agitation, not in the direction of impracticable sanitary speculations, but to promote the realization of feasible, indisputable sanitary principles.

In 1876, the health department of Cincinnati¹ ordered a chemical examination to be made of the air in some of the public schools in that city and the results are embodied in their report for that year. A table is given showing "the number of volumes of carbonic acid in 100,000 volumes of the air of several rooms in each of the twenty-six schools examined." Concerning this table, Professor Hough, who made the examination, says: "The foregoing figures indicate most conclusively that in a large majority of cases the ventilation of our school-rooms is injuriously defective. A very large majority of the pupils of our public schools are breathing, for several hours each day, an atmosphere containing more than one-tenth per cent. of carbonic acid. In many cases the degree of vitiation reaches nearly if not quite double that amount." Measurements were made of 265 rooms with a view of ascertaining the amount of air space allowed to each pupil. Professor Hough estimates "from 200 to 300 cubic feet as the *smallest* allowable air space for each pupil under the present methods of ventilation." Of the 265 rooms measured it was found that "only 29 afford 300 cubic feet or more per pupil; 236 afford less than 300 cubic feet per pupil; 166 afford less than 200 cubic feet per pupil; 22 afford less than 108.5 cubic feet per pupil; and 14 afford less than 100 cubic feet per pupil." Of these 14, several gave less than 90 cubic feet per pupil, and one only 56.7. "The relation of these magnitudes to the necessary conditions of respiration is fearful." Attention is also called to the imperfect lighting of many of the rooms as calculated to permanently injure the eyesight of the pupils.

The report of the public schools of the District of Columbia for 1876-'77 (pp. 11, 12) contains the results of an inspection by the health officer of the District of some of the public school buildings of the city of Washington, concerning which he says:

The whole story of the condition of the rooms inspected may be epitomized in a very few words, viz: Altogether insufficient air space; practically no ventilation, except by windows; unequal distribution of heat; coal gases from sheet iron and cast iron stoves, and generally unsuitable character of the buildings. * * * The average air space to each occupant of the rooms inspected is approximately 170 cubic feet, the air displaced by the bodies, desks, &c., not deducted (twenty of the buildings averaging much below those figures, three being below 100 cubic feet), and had the average of the rooms been taken, it would quite likely have been found to be, in some instances, even below that of the lowest building. With no other than the exhalations of the occupants, therefore, to vitiate the air, taking the above average, viz, 170 cubic feet, the whole atmospheric contents of the rooms should be changed every sixteen and a half minutes. * * * In the absence of definite analysis, we may estimate approximately that, by the window and door method, the relative quantity of the deadly poisonous property, carbonic acid gas, constantly present in most of these rooms when occupied, is not less than from eight hundredths to fifteen hundredths per cent. * * * An admixture of 1 per cent. in respired air is sufficient to produce death in a short time, and no person can safely remain any long time in an atmosphere having more than seven hundredths per cent. of this gas.

¹ Report of the Board of Health of Cincinnati, 1876, pp. 148-150.

Dr. Edward R. Cogswell, in his report on the sanitary condition of Cambridge, Mass., p. 353, says of the school-houses of that city:

In nearly all of them, however, improper hygienic conditions are found. In some, a prominent defect is in the method of warming; in others, the trouble arises from the location and condition of the privies and urinals; while adequate means of ventilation are wanting in nearly all. * * * It too often happens * * * that, owing to the frequent changes in the members of the city government, the experience gained by one board in the building of school-houses is lost to the city when the erection of others becomes necessary. The school committee, who have the exclusive charge of the schools, * * * have no authority in the matter of the construction of school-houses.

At the meeting of the New York Medico-Legal Society, February 7, 1877, a paper on "The influence of vitiated air on the eyes" was presented by Dr. Edward G. Loring, of Boston, in which he says:¹

I have no doubt in my own mind, and I believe it is universally admitted, that vitiated air has a direct irritating effect on all mucous membranes; and I feel convinced, from my own observation, that the mucous membrane of the eye is peculiarly susceptible to its influence. This is shown by the fact that repeated attacks of inflammation of the mucous membrane of the eye which have occurred in a vitiated atmosphere and which have resisted all curative means, are often cured at once and prevented from recurring when a wholesome supply of air is obtained, all other conditions remaining the same.

I have, then, no doubt in my own mind that bad air alone, acting as the primal cause, may set in train a series of morbid processes which may, and often do, affect not only the working capacity and integrity of the organ, but which may lead even to its total destruction.

At a meeting of this society January 3, 1877, the results were presented of an examination of the eyes of 1,440 school children in Cincinnati, New York, and Brooklyn:²

In Cincinnati, in the district school, in 209 pupils examined, the rate of near-sightedness was 10 per cent. In the intermediate schools, in 210 pupils, 14 per cent. were near-sighted. In the normal and high schools, in 211 scholars, 16 per cent. were near-sighted. In the introductory class of the New York College, 29 per cent. were near-sighted; in the freshman class, 40 per cent.; in the sophomore class, 34.75 per cent.; in the junior class, 53 per cent. In the Polytechnic Institute in Brooklyn, 10 per cent. of the students in the academic department were found to be near-sighted; and in the collegiate department, of 158 students examined, 28.5 per cent. were near-sighted. There is a striking correspondence between these results and those obtained in Germany; both showing that near-sightedness increases in the advanced grades of the public schools.³

EDUCATION VS. POLICE.

The expenditure for police in our cities brought into comparison with the expenditure for education presents many interesting contrasts. It would naturally be thought that all the items necessary for such a comparison could be furnished from the records of every city annually; unfortunately this is not so.

It is universally admitted that education which develops aright the whole man must bear a close relation to the evils in human condition, and among them to crime. The most enthusiastic would hardly claim that education at its best could perfect human condition; they believe, however, in its power to modify and improve. From the present imperfect condition of records and statistics a fair mind can hardly reach a different conclusion; but a thorough investigator will scarcely be satisfied until the data before him shall include a fair statement of all the conditions involved in the statement. The police expenditure is but a single item in the cost of crime; there is also the destruction of life and property, with the evils arising from their constant peril, to which must be added the cost of courts, of jails, of penitentiaries, and all other expenditure on account of crime.

¹ *The Sanitarian*, May, 1877, p. 204.

² *Ibid.*, pp. 122, 123.

³ *Ibid.*, p. 120.

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Comparison of municipal expenditures for police and education.

Cities.	Year.	Population.	Police expenditure.		Educational expenditure.	
			Total.	Per capita.	Total.	Per capita.
San Francisco, Cal	1876	272,345	\$233,050	\$0 85	\$867,107	\$3 18
New Haven, Conn	1877	57,136	76,000	1 33	206,436	3 61
Chicago, Ill	1876	425,000	564,398	1 32	829,429	1 95
Louisville, Ky	1876	125,000	168,079	1 34	285,302	2 28
New Orleans, La	1877	210,000	325,000	1 55	.....	.....
Baltimore, Md	1877	302,839	599,110	1 97	699,514	2 30
Boston, Mass	1877	341,919	833,706	2 43	1,816,615	5 31
Detroit, Mich	1877	110,000	135,000	1 22	213,214	1 93
St. Louis, Mo	1877	500,000	464,584	92	1,007,830	2 01
Jersey City, N. J .....	.....	120,000	.....	.....	.....	.....
Newark, N. J	1877	120,000	155,836	1 29	.....	.....
Albany, N. Y	1877	69,422	117,689	1 69	\$129,125	1 86
Brooklyn, N. Y	1877	396,099	815,491	2 06	.....	.....
Buffalo, N. Y	1877	143,594	225,000	1 56	.....	.....
New York, N. Y	1877	1,200,000	3,292,400	2 74	3,316,880	2 76
Cincinnati, Ohio	1877	267,000	271,627	1 01	673,036	2 53
Cleveland, Ohio	1877	138,044	163,565	1 18	397,782	2 88
Philadelphia, Pa	1876	750,000	1,437,546	1 91	1,991,364	2 65
Providence, R. I	1877	100,675	227,687	2 26	202,000	2 00
Charleston, S. C	1877	48,956	97,281	1 98	.....	.....
Memphis, Tenn	1877	40,226	649,685	1 23	.....	.....
Washington, D. C	1877	106,000	300,000	2 83	333,706	3 15

a Total, including expenditure for buildings, \$226,666.

b The reduction of more than one-half since 1874 has been accomplished by cutting down salaries.

In Albany, out of 6,840 arrests, 1,250 were of persons between 10 and 20 years of age.

In Cleveland, out of 7,845 arrests, 59 were of children under 10 years of age, 419 from 10 to 15, and 935 from 15 to 20; a total of 1,413 under 20 years of age.

In Brooklyn, out of 26,857 arrests, 86 were of children under 8 years of age, 1,347 from 8 to 14, and 4,247 from 14 to 21; a total of 5,680 minors.

In St. Louis, out of 19,427 persons arrested, 2,344 were under 20 years of age.

In Boston, out of 26,683 arrests, 4,915 were of minors; that these were principally youth with no homes would seem to be indicated by the fact that 4,711 minors had applied for lodging at station houses.

In Cincinnati, out of 10,647 arrests, 1,696 were of persons between the ages of 10 and 20. Of the whole number arrested, 10,647, only 355 were found unable to read and write.

In Detroit, the whole number of arrests for the year was 4,657. Of these, 701 could neither read nor write, and 107 others could read only. The number of arrests under 20 years of age was 850. The superintendent of police says: "While there is abundant provision made for boys who commit offenses cognizable by the State statutes and institutions have been erected for their detention, schooling, and employment, there is only one for the reception of females, viz, the house of correction; and the courts have no other alternative but to send them thither. * * * Some better provision than that now existing should be made for them."

In Buffalo, in 1877, the whole number of arrests was 8,126. Of these, 89 were of children under 10 years of age, 543 from 10 to 15, and 1,221 from 15 to 20; making 1,853 arrests of persons under 20 years of age.

JANITORS' WAGES.

The following statement respecting the wages paid to janitors of school buildings in certain cities was prepared last year. It illustrates the sort of work often done by this Office in response to requests made by school officers. In this case the information was desired by General C. E. Hovey, one of the school trustees of the District of Columbia, and, having been found useful in many places, it is inserted here for the use of a larger constituency.

In the following replies, the number before each indicates the city to which the corresponding number is attached in the list below, viz:

1. Albany, N. Y.	11. Detroit, Mich.	21. Rochester, N. Y.
2. Allegheny, Pa.	12. Nashville, Tenn.	22. St. Louis, Mo.
3. Baltimore, Md.	13. Newark, N. J.	23. San Francisco, Cal.
4. Chicago, Ill.	14. New Haven, Conn.	24. Springfield, Mass.
5. Cincinnati, Ohio.	15. New Orleans, La.	25. Utica, N. Y.
6. Columbus, Ohio.	16. Omaha, Nebr.	26. Washington, D. C.
7. Covington, Ky.	17. Peoria, Ill.	27. Wilmington, Del.
8. Davenport, Iowa.	18. Pittsburgh, Pa.	28. Worcester, Mass.
9. Denver, Colo.	19. Providence, R. I.	
10. Des Moines, Iowa.	20. Quincy, Ill.	

Question 1.—What amount is paid per month or per annum for janitor's labor in the care of a single isolated school room heated by a stove?

Answers.—Nos. 1, 2, 5, 7, 12, 13, 20, 22, and 25 have no isolated school rooms. No. 3, pay regulated by number of classes in a room; for 3 classes or less, \$8 per month; 4 classes, \$9; 5 classes, \$10, &c.; 50 cents per month for each fire. No. 4, \$4 per week. No. 6, \$8 per month, \$80 per annum. No. 8, \$100. No. 9, \$5 per month (rented rooms). No. 10, \$6 per month, when janitor does not live in the building. No. 11, \$8.25 per month. No. 14, \$50. No. 15, \$15 per month. No. 16, \$290 per annum. No. 17, \$5 per month (10 months to the year). No. 18, \$48 to \$96; local committees fix salaries in their districts. No. 19, room of 50 scholars, 50 cents per week; larger rooms, 75 cents; and 50 cents for each fire. No. 21, \$8 per month, \$96 per annum. No. 23, \$10 per month, \$120 per annum. No. 24, \$29 to \$50 per annum. Nos. 26 and 27, \$48 per annum. No. 28, \$1 per week, October 1 to May 1; 50 cents, May 1 to October 1.

Question 2.—What amount is paid per month or per annum for janitor's labor in the care of two or more school rooms heated by stoves?

Answers.—No. 1, two rooms, \$65 per annum. No. 2, school buildings contain ten to twenty rooms each, salaries average \$500 to \$1,000. No. 3, ten rooms, \$17.50 per month in winter; in summer, deduction of 50 cents for each stove. No. 4, less than eight rooms, \$5 to \$6 per week each. No. 5, ten rooms, \$1.40 per diem, and living rooms; twenty rooms, \$2.05 per diem, and living rooms (furnish their own materials). No. 6, two rooms, \$160 per annum; four rooms, \$416; eight rooms, \$624. No. 7, twelve rooms, \$40 per month, \$480 per annum. No. 8, five rooms, \$300; eight rooms, \$550; ten rooms, \$600; twelve rooms, \$650. Nos. 9 and 25, no rooms heated by stoves. No. 10, ten rooms, \$40 per month, lodging, fuel, and light. No. 11, two rooms, \$10.50 per month. No. 12, three rooms, \$15 per month; five rooms, \$25; six rooms, \$30; eight rooms, \$35; twenty-two rooms, \$55. No. 13, two rooms, \$180 per annum; three rooms, \$240; four rooms, \$300; five rooms, \$360. No. 14, two rooms, \$90. No. 15, six to twelve rooms, \$11 per month and lodging. No. 16, two rooms, \$320 per annum. No. 17, \$50 per month, \$500 per annum, for twelve rooms. No. 18, two rooms, \$108 per annum; three rooms, \$120 to \$300; four rooms, \$140 and \$240; six rooms, \$240 and \$600; ten rooms, \$480; twelve rooms, \$720; seventeen rooms, with rent (salaries in each district fixed by local committee). No. 19, 50 to 75 cents per week for each room, and 50 cents per week for each stove. No. 20, two or more rooms, \$3 per month each. No. 21, two rooms, \$8 per month; four rooms, \$12; six rooms, \$18; ten rooms, \$30; fourteen rooms, \$35 to \$40, twelve months to the year; salaries varied by amount of sidewalk and height of building. No. 22, two rooms, \$15 to \$20 per month; four to six rooms, \$30; eight rooms, \$55; twelve rooms, \$75; sixteen rooms, \$95; eighteen rooms, \$100. No. 23, two rooms, \$15 per month, \$180 per annum; buildings with number of rooms, \$5 per room. No. 24, two rooms, \$132; three rooms, \$212; five rooms, \$230. No. 26, \$36 per annum for each room. No. 27, six rooms, stoves, \$125 per annum. No. 28, 30 cents per week for each room, and 30 cents for each fire; in large buildings, \$1 per week extra for work about yards, &c.

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Question 3.—What amount is paid per month or per annum for janitor's labor (whether performed by one or more than one person) in the care of two or more school rooms (give number of rooms) at one place, heated by hot air furnace?

Answers.—No. 1, six rooms, \$150 per annum; twelve rooms, \$250. Nos. 2, 5, and 15, no answer. No. 3, two female high schools, \$300 per annum each for cleaning, and \$400 per annum each for fireman; four other school buildings, each \$20 per month for fireman. No. 4, eight rooms, \$50 per month; twelve rooms, \$70 per month. No. 6, two rooms, \$160 per annum; four rooms, \$416; eight rooms, \$624. Nos. 7 and 10, no furnaces. No. 8, eight rooms, \$400; twelve rooms, \$600. No. 9, eight rooms, 2 furnaces, \$50 per month; eight rooms, 4 furnaces, \$50 per month, including rooms for janitor; twelve rooms, 8 furnaces, \$75 per month, including rooms, fuel, and gas. Nos. 11, 12, 13, 21, and 28, no hot air furnaces. No. 14, four rooms, \$200; seven rooms, \$300; eight rooms, \$350; twelve rooms, \$550. No. 16, six rooms, 2 furnaces, \$720 per annum, and living rooms; eleven rooms, 2 furnaces, \$780, and living rooms; twenty-one rooms, 7 furnaces, \$1,050, and living rooms. No. 17, nine rooms, \$45 per month for cleaning (10 months to the year), and \$40 per month for fireman during cold weather. No. 18, six rooms, \$300 and rent; eight rooms, \$600 to \$700; ten rooms, \$480 and \$720; twelve rooms, \$750; seventeen rooms, \$620, rent and fuel (salaries regulated by local committees). No. 19, twelve rooms, 4 furnaces, \$10 per week. No. 20, twelve rooms, \$50 per month, rooms and fuel. No. 22, four rooms, \$30 per month; eight rooms, \$50; twelve rooms, \$75; fourteen rooms, \$81.25. No. 23, two rooms, \$15 per month, \$180 per annum; buildings with number of rooms, \$5 per room. No. 24, four rooms, \$220 per annum; seven rooms, \$550. No. 25, two rooms, \$150 per annum; four rooms, \$160; ten rooms, \$210 per annum; free academy, eight rooms, \$400. No. 26, four rooms, \$300 per annum. No. 27, six rooms, \$125 per annum; eight rooms, \$150.

Question 4.—What amount is paid per month or per annum for janitor's labor (whether performed by one or more than one person) in the care of two or more rooms (give number of rooms) at one place, heated by steam?

Answers.—No. 1, fifteen rooms and auditorium, \$45 per month for steam apparatus and \$15 per month for cleaning (annual cleaning extra). Nos. 2, 5, and 9, no answer. No. 3, Baltimore City College, \$900, and living rooms. No. 4, sixteen rooms, \$85 per month; over sixteen rooms, \$85 to \$135, according to character of apparatus. No. 6, two rooms, \$160 per annum; four rooms, \$416; eight rooms, \$624. Nos. 7, 11, 12, 15, 16, 17, 20, 23, 27, no steam. No. 8, twelve rooms, \$600. No. 10, thirteen rooms, \$600 per annum, with rooms, fuel, and light. No. 13, ten to fourteen rooms, \$45 per month; larger buildings, \$50 (12 months to the year). No. 14, twelve rooms, \$550. No. 18, eight rooms, \$500, rent, fuel, and light; twenty rooms, \$1,900, and rent. No. 19, large building, \$14 per week. No. 21, seventeen rooms, 2 boilers, \$75 per month, \$900 per annum. No. 22, ten to twelve rooms, \$50 to \$60 per month. No. 24, nine rooms, office and hall, \$600; thirteen rooms, \$625; high school, nineteen rooms, large assembly hall, and 2 basements, \$900. No. 25, twenty-three rooms, \$450 per annum. No. 26, six rooms, \$444; eight rooms, 2 boilers, \$1,000, rooms, fuel, and light; ten rooms, 1 boiler, \$800, rooms, fuel, and light; sixteen rooms, 2 boilers, \$1,300, rooms, fuel, and light; twenty rooms, same as sixteen; (in addition to the school rooms, each janitor has the care of 1 to 4 play rooms, teachers' rooms, offices, and halls). No. 28, seventeen rooms, 2 buildings, \$1,000 per annum.

Question 5.—In case janitor's rooms (for himself and family) are provided by the public authorities in any school building (or anywhere), make a separate note of the fact, and state how much the rent of the same is estimated at.

Answers.—Nos. 1, 4, 6, 7, 8, 13, 14, 17, 19, 23, 24, 27, and 28, none provided. Nos. 2, 21, 22, and 25, no answer. No. 3, only in Baltimore City College, about \$300. Nos. 5 and 20, janitor's rooms are provided, but no estimate of the rent is given. Nos. 9 and 12, \$10 per month. No. 10, \$400, including fuel and light. No. 11, janitor's rooms in large buildings (12 to 14 rooms), no estimate of rent. No. 15, rooms for portresses, \$5 per month. No. 16, janitor's rooms in three school buildings, rent estimated respectively at \$120, \$150, and \$240. No. 18, janitor's rooms provided in some cases, but no estimate of rent. No. 26, \$150 per annum.

Question 6.—Has any reduction of the pay of janitors been made during the past twelve months, or is any contemplated?

Answers.—Nos. 1, 3, 4, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 20, 25, 26, and 27, none. Nos. 2, 5, 18, 21, and 22, no answer. No. 13, no change of salaries in ten years; none contemplated. No. 19, reduction has been proposed, but it is doubtful if any will be made. No. 23, salaries have been equalized, which has made a reduction in the whole of about 3.8 per cent. No. 24, a slight reduction is probable. No. 28, in February, 1875, the pay of janitors was equalized, but neither raised nor lowered on the whole.

NORMAL SCHOOLS.

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TABLE III.—NORMAL SCHOOLS.

The following is a comparative summary of normal schools, instructors, and pupils reported to the Bureau for the years 1870 to 1877, inclusive:

	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.
Number of institutions	53	65	98	113	124	127	151	152
Number of instructors.....	178	445	773	887	966	1,031	1,065	1,189
Number of students	10,028	10,922	11,778	16,620	24,405	29,105	33,921	37,082

TABLE III.—Summary of statistics of normal schools.

States.	Number of normal schools supported by—											
	State.			County.			City.			All other agencies.		
	Number of schools.	Number of instructors.	Number of students. ^a	Number of schools.	Number of instructors.	Number of students. ^a	Number of schools.	Number of instructors.	Number of students. ^a	Number of schools.	Number of instructors.	Number of students. ^a
Alabama.....	52	7	174							3	16	171
Arkansas.....	2	14	96							1	3	35
California.....	1	12	523							1		4
Connecticut.....	1	8	127									
Delaware.....										2	17	238
Georgia.....	1		130							2	7	82
Illinois.....	2	25	744	2	14	279	1	5	139	4	21	299
Indiana.....	1	8	282	1	4	75	21	20	2,555	2	19	280
Iowa.....	1	4	139				1	11	120	2	5	56
Kansas.....	22	12	589									
Kentucky.....							1	8	45	4	20	287
Louisiana.....										2	12	45
Maine.....	4	24	596									
Maryland.....	2	15	320							1	4	30
Massachusetts.....	6	59	1,172				1	9	88	1	6	23
Michigan.....	1	13	366									
Minnesota.....	3	27	616									
Mississippi.....	2	11	195									
Missouri.....	5	40	1,368				2	16	410	3	17	74
Nebraska.....	1	8	335									
New Hampshire.....	1	5	97									
New Jersey.....	1	11	261									
New York.....	8	113	2,825				1	35	1,586			
North Carolina.....	2	22	224							5	17	224
Ohio.....							4	20	176	10	66	2,085
Pennsylvania.....	10	125	2,264				1	27	1,222	2	8	134
Rhode Island.....	1	12	143									
South Carolina.....										1	9	87
Tennessee.....	21	8	84							7	38	657
Vermont.....	3	24	350									
Virginia.....	1	14	274	1	12	97	1	6	139			
West Virginia.....	6	28	432							1	5	136
Wisconsin.....	4	47	1,021							1	6	50
District of Columbia.....							1	3	20	2	5	23
Utah.....										1	3	47
Total.....	75	695	15,747	4	30	451	15	160	6,500	58	304	5,067

^aThis summary contains the strictly normal students only, as far as reported; for total number of students, see the following summary. ^bOne of these receives aid from the county also. ^cParted by city and county. ^dNo appropriations for the last year.

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TABLE III.—Summary of statistics

States.	Number of schools in each State.	Number of instructors.	Number of students.					Graduates in the last year.	
			Total.	Number of normal students.		Number of other students.		Whole number.	Number who have engaged in teaching.
				Male.	Female.	Male.	Female.		
Alabama.....	5	23	691	169	176	206	140	4	2
Arkansas.....	3	17	528	68	63	245	152	14	12
California.....	2	12	605	64	463	12	66	81	54
Connecticut.....	1	8	127	14	113	0	0	36	26
Delaware.....	2	17	238	172	66			4	16
Georgia.....	3	7	255	95	117	24	19	4	4
Illinois.....	9	65	1,952	600	801	284	207	122	87
Indiana.....	5	51	3,538	1,925	1,267	207	139	60	48
Iowa.....	4	20	409	130	185	55	39	19	19
Kansas.....	2	12	605	259	330	10	6	18	16
Kentucky.....	5	28	473	151	181	79	62	39	39
Louisiana.....	2	12	a337		45		50	32	18
Maine.....	4	24	596	188	408			70	63
Maryland.....	3	19	431	77	273	57	24	45	39
Massachusetts.....	8	74	1,283	150	1,133			340	181
Michigan.....	1	13	631	156	210	125	140	77	67
Minnesota.....	3	27	899	244	372	129	154	80	71
Mississippi.....	2	11	195	130	65	0	0	0	0
Missouri.....	10	73	2,162	856	996	160	150	198	139
Nebraska.....	1	8	335	158	177			9	9
New Hampshire.....	1	5	142	14	83	28	17	43	37
New Jersey.....	1	11	261	54	207			37	30
New York.....	9	147	5,064	{ b(852) 552	3,007	b(1,058) 239	256	}492	241
North Carolina.....	7	39	848	266	182	200	200	6	6
Ohio.....	14	86	e2,799	1,383	878	141	157	221	152
Pennsylvania.....	13	160	e4,982	1,353	2,267	312	646	350	248
Rhode Island.....	1	12	143	12	131			21	14
South Carolina.....	1	9	315	42	45	104	124	22	6
Tennessee.....	8	46	1,280	380	361	285	254	35	32
Vermont.....	3	24	408	141	209	30	28	100	62
Virginia.....	3	32	714	271	239	90	114	75	58
West Virginia.....	7	33	888	305	263	186	134	36	22
Wisconsin.....	5	53	1,880	491	580	391	418	47	31
District of Columbia.....	3	8	121	11	32	42	36	26	25
Utah.....	1	3	47	28	19				
Total.....	152	1,189	37,082	{ b(852) 10,909	15,944	b(1,058) 3,641	3,732	2,793	1,874

a Classification of 242 not reported. b Sex of these not reported. c Includes a number not classified.

NORMAL SCHOOLS.

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of normal schools—Continued.

Volumes in libraries.		Whole number.	Increase in the last school year.	Number of schools in which drawing is taught.	Number of collections of models, casts, apparatus, &c., for free hand drawing.	Number of schools in which vocal music is taught.	Number in which instrumental music is taught.	Number possessing chemical laboratory.	Number possessing philosophical cabinet and apparatus.	Number possessing a museum of natural history.	Number possessing a gymnasium.	Number having model schools.	Number in which students receive diplomas or certificates on the completion of the course.
2,355		2		3		3	3	2	3	0	0	2	4
720	166	3	2	3	2	3	3	2	2	0	0	3	2
1,075		2	1	2	1	2	1	1	1	2	0	2	2
1,300		1	1	1	1	1	0	1	1		0	0	1
650		1	1	1	1	1	1	1	1	1	0	1	2
		1		3	2				1			2	3
7,443	1,245	7	4	8	5	8	5	4	8	5	1	6	9
6,200	500	5	1	5	3	3	3	3	3	2	0	3	5
2,150	50	4	1	2	2	3	2	3	2	3	1	2	4
440		2	1	1	0	2	2	2	2	1	1	1	2
2,150	500	2	0	5	4	3	3	3	3	1	0	3	4
270	205	1	0	2	1	0	0	0	0	0	0	1	2
1,850	25	4	2	3	1	3	4	2	4	2	1	1	4
2,775	25	2	1	3	2	1	1	1	1		2	2	3
12,802	220	7	7	6				5	5	4	1	4	8
1,600	70	1	0	1	0	1	1	1	1	1	0	1	1
1,650	420	3	2	3	0	3	2	1	2	1	2	3	3
250	30	1	0	2	2	1	1	1	1	0	0	2	2
14,223	1,497	9	3	8	4	5	5	5	5	5		4	9
1,800	500	1	1	1	1	1	1	1	1	1	1	1	1
	12	1	0	0	0	0	0	1	1	0	0	1	1
500		1	1	1	1	1	1	1	1	1	1	1	1
5,818	240	9	5	9	3	9	9	9	9	7	6	9	9
23,080		3		6	3	1	2	2	2			2	6
12,720	420	11	7	11	9	8	8	4	4	5	7		13
10,430	1,213	13	5	13	11	9	11	4	4	4	11		13
1,025	25	1	1	1		0	1	1	1	0	0	0	1
500	0	1	0	1	0	0	1	0	1	0	0	0	1
14,150	525	5	1	8	7	4	5	3	3			6	7
1,125	25	3	0	1	2	3	0	0	2	0	2	3	3
2,772	105	2		3	2	3	3	0	1	2		3	3
2,540	30	2	0	3	6	2	2	0	1	0		7	
3,503	281	5	2	5	2	3	5	5	2	4		5	
285	25	3	1	3		1	2	2	0	2		3	
		0	0	0	0	1	1	1	0	0		1	
142,141	8,460	119	51	128	81	87	99	59	52	92		145	

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TABLE III.—*Appropriations for normal schools.*

Name of school.	Appropriation, 1877.	Appropriation per capita of pupils in the past year. ^a
State Normal School, Florence, Ala.....	\$5,000 00	\$92 62
Lincoln Normal University, Marior Ala.....	84,000 00	33 33
Normal department of Arkansas Industrial University, Fayetteville, Ark.....	10,000 00	.....
Branch Normal College, Arkansas Industrial University, Pine Bluff, Ark.....	1,600 00	19 04
California State Normal School, San José, Cal.....	25,000 00	44 50
Connecticut State Normal School, New Britain, Conn.....	12,000 00	94 40
Southern Illinois Normal University, Carbondale, Ill.....	15,600 00	34 36
Cook County Normal and Training School, Englewood, Ill.....	112,000 00	51 25
Illinois State Normal University, Normal, Ill.....	24,700 00	66 65
Peoria County Normal School, Peoria, Ill.....	25,300 00	.....
Indiana State Normal School, Terre Haute, Ind.....	17,000 00	60 00
Northern Indiana Normal School and Business Institute, Valparaiso, Ind.....	112,000 00	.....
Iowa State Normal School, Cedar Falls, Iowa.....	7,500 00	28 00
Eastern Iowa Normal School, Grandview, Iowa.....	11,400 00	.....
Eastern State Normal School, Castine, Maine.....	6,500 00	32 25
Western State Normal School, Farmington, Maine.....	7,500 00	28 00
Normal department of Maine Central Institute, Pittsfield, Maine.....	600 00	20 00
Baltimore Normal School for the Education of Colored Teachers, Baltimore, Md.....	2,000 00	20 00
Maryland State Normal School, Baltimore, Md.....	10,500 00	47 73
Massachusetts Normal Art School, Boston, Mass.....	11,000 00	50 00
State Normal School, Framingham, Mass.....	12,000 00	75 00
State Normal School, Salem, Mass.....	13,900 00	44 23
Westfield State Normal School, Westfield, Mass.....	13,000 00	76 50
Massachusetts State Normal School, Worcester, Mass.....	13,000 00	.....
Michigan State Normal School, Ypsilanti, Mich.....	147,000 00	28 33
State Normal School at Mankato, Mankato, Minn.....	9,000 00	29 41
State Normal School at St. Cloud, St. Cloud, Minn.....	9,000 00	40 00
State Normal School at Winona, Winona, Minn.....	12,000 00	30 00
Mississippi State Normal School, Holly Springs, Miss.....	3,000 00	33 70
Tougaloo University and Normal School, Tougaloo, Miss.....	2,500 00	10 77
Southeast Missouri Normal School, Cape Girardeau, Mo.....	7,500 00	.....
College of Normal Instruction, Columbia, Mo.....	13,000 00	.....
Lincoln Institute, Jefferson City, Mo.....	5,000 00	40 99
North Missouri State Normal School, Kirksville, Mo.....	10,000 00	17 00
Northwest Normal School, Oregon, Mo.....	11,500 00	.....
Nebraska State Normal School, Peru, Nebr.....	10,000 00	30 00
New Hampshire State Normal School, Plymouth, N. H.....	95,000 00	.....
New Jersey State Normal and Model School, Trenton, N. J.....	20,000 00	100 00
New York State Normal School, Albany, N. Y.....	18,000 00	.....
State Normal School, Brockport, N. Y.....	23,000 00	19 14
State Normal School, Buffalo, N. Y.....	18,000 00	64 00
State Normal and Training School, Cortland, N. Y.....	13,000 00	50 00

^a Exclusive of appropriations for permanent objects.

^b Also \$4,000 county appropriation.

^c County appropriation.

^d City appropriation; also \$10,000 county appropriation.

^e City appropriation.

^f Includes \$30,000 for new building.

^g Also \$775 city appropriation.

NORMAL SCHOOLS.

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TABLE III.—*Appropriations for normal schools—Continued.*

Name of school.	Appropriation, 1877.	Appropriation per capita of pupils in the past year. ^a
State Normal School, Geneseo, N. Y.....	\$18,000 00	\$58 00
Female Normal College, New York, N. Y.....	205,000 00	.....
Oswego State Normal and Training School, Oswego, N. Y.....	18,000 00	37 27
State Normal and Training School, Potsdam, N. Y.....	17,398 00	21 00
Normal department of the University of North Carolina, Chapel Hill, N. C.....	2,400 00	8 51
State Colored Normal School, Fayetteville, N. C.....	2,000 00	20 00
Cincinnati Normal School, Cincinnati, Ohio.....	66,685 00	.....
Sandusky Training School, Sandusky, Ohio.....	2,600 00	.....
Pennsylvania State Normal School, sixth district, Bloomsburg, Pa.....	10,000 00	.....
Southwestern Normal College, California, Pa.....	25,000 00	.....
Northwestern State Normal School, Edinboro', Pa.....	10,000 00	15 00
State Normal School at Indiana, Indiana, Pa.....	3,665 00	12 05
Central State Normal School, Lock Haven, Pa.....	10,000 00	.....
Pennsylvania State Normal School, fifth district, Mansfield, Pa.....	20,000 00	.....
Pennsylvania State Normal School, second district, Millersville, Pa.....	6,500 00	.....
Philadelphia Normal School for Girls, Philadelphia, Pa.....	533,743 00	.....
Cumberland Valley State Normal School, Shippensburg, Pa.....	30,000 00	.....
West Chester State Normal School, West Chester, Pa.....	11,132 00	21 00
Rhode Island State Normal School, Providence, R. I.....	12,500 00	87 41
Freedmen's Normal Institute, Maryville, Tenn.....	4173 00	.....
Castleton State Normal School, Castleton, Vt.....	1,118 00	.....
Johnson State Normal School, Johnson, Vt.....	2,372 00	19 76
State Normal School, Randolph, Vt.....	2,044 00	11 50
Valley Normal School, Bridgewater, Va.....	21,000 00	.....
Concord State Normal School, Concord Church, W. Va.....	2,000 00	.....
Fairmont State Normal School, Fairmont, W. Va.....	2,000 00	13 50
State Normal School at Glenville, Glenville, W. Va.....	650 00	10 00
Marshall College State Normal School, Huntington, W. Va.....	2,000 00	20 00
Shepherd College, Shepherdstown, W. Va.....	2,000 00	19 60
West Liberty State Normal School, West Liberty, W. Va.....	2,000 00	.....
Oshkosh State Normal School, Oshkosh, Wis.....	13,621 00	24 58
Wisconsin State Normal School, Platteville, Wis.....	17,115 00	.....
River Falls State Normal School, River Falls, Wis.....	16,002 00	36 40
State Normal School, Whitewater, Wis.....	21,000 00	31 00
Washington Normal School, Washington, D. C.....	62,000 00	.....
Normal department of the University of Deseret, Salt Lake City, Utah.....	2,000 00	.....

^a Exclusive of appropriations for permanent objects.

^b City appropriation.

^c Provided the school raises \$4,000.

^d County appropriation.

^e County appropriation, including \$400 from Peabody fund.

LXXIV REPORT OF THE COMMISSIONER OF EDUCATION.

PROFESSORSHIPS OF DIDACTICS OR PEDAGOGICS.

The science and art of teaching is surely a subject so important that it may well be included in the curricula of our universities and colleges. The State University of Iowa established a chair of didactics in 1873, made it an elective subject for the senior year, and gives the degree of bachelor of didactics to such of its graduates as have taught two years after receiving this instruction. The example seems worthy of imitation.¹

The attempt to establish chairs of didactics has been embarrassed by the historic customs of our older colleges. They largely retain the ideas and methods which were brought by the colonists from the mother country, and contemplate the education of a comparatively small number of persons, and this after their minds are measurably mature. Their methods are poorly adapted to instruct immature minds, have been totally abandoned in all intelligent elementary training, and have been modified in secondary instruction.

Naturally the learned men at the head of our colleges were considered the leaders in our educational affairs. Often they stood aloof from the elementary school and usually made no effort to modify their own methods for its use. Teaching many other sciences, they omitted the philosophy of education from their curriculum, sometimes, indeed, acting as though there were no such subject in the domain of thought. It has been the same spirit, but not carried to the same extent, which has contended against the teaching of the natural sciences.

It is this lack of a really comprehensive philosophy of culture, which should include man in all his conditions and relations, that has permitted if not promoted foolish prejudices between institutions of learning founded on a religious and a civic basis respectively, and between those founded by the several religious denominations.

A partial cure for this condition has been found in the various college associations which have been founded from time to time. These cannot be conducted with any marked interest and vigor without making our colleges better acquainted and more sympathetic with each other and causing them to assume a better relation to all other phases of instruction.

It is not too much to hope that another result will be a more careful consideration of the philosophy of education and adequate provision for the sound and thorough teaching of it.

Many institutions whose students defray a large part of their expenses before graduation by teaching do not give an hour's instruction in this subject nor make any effort to secure pedagogical works for their libraries.

In striking contrast with this apathy is the treatment of the philosophy of education by the German universities. In the following German universities pedagogy is taught by means of lectures for the time stated :

¹Prof. S. N. Feltows has recently published two articles on this subject in the Educational Weekly, Chicago, in which he briefly recapitulates as follows the reasons for establishing chairs of didactics in colleges and universities:

1. It will greatly assist the graduates who, from their superior culture, will occupy chief places and become teachers of teachers.
2. A reflex benefit will accrue to the colleges themselves, in the greater success of their graduates and in improved methods of their own work.
3. Professional educational literature will be improved.
4. The development of a true science of education will be promoted.
5. It will be a deserved recognition by the highest educational authorities of the value and need of professional training for teachers of every grade.
6. Teaching will more justly merit the title of a profession.
7. Higher institutions will become more closely united with our public school system.
8. It will increase and widen the knowledge of the ends and means of education among those who, though not teachers, will hold high official and social positions.

BUSINESS COLLEGES.

LXXV

	Hours a week.		Hours a week.
Berlin	6	Jena	6
Bonn	4	Kiel	3
Breslau	3	Leipzig	8
Erlangen	2	Münster	4
Freiburg	2	Tübingen	3
Gießen	2	Würzburg	4
Göttingen	2	Vienna	6
Greifswald	3	Berne	2
Halle	5	Basel	2
Heidelberg	3	Zürich	2

At Jena the subjects of the lectures are: History of education, scientific principles of educating the child, school discipline, methods of instruction, school hygiene, school legislation, school architecture, ancient and modern languages, comparative philology, logic, metaphysics.

There are in Germany, besides the ordinary seminaries for the training of elementary teachers, several advanced pedagogic seminaries, whose object is to give the students an opportunity to acquire a more profound scientific knowledge in their specialties before they enter upon their professional duties. These purely scientific institutions are attended only by students and graduates of universities who aspire to the higher positions in the secondary and superior schools. In some of these seminaries great stress is laid on philology, in others on the philosophy of education. There are at present 4 of these higher seminaries at Berlin, 1 at Breslau, 1 at Göttingen, 1 at Bonn, 1 at Magdeburg, 1 at Königsberg, and 1 at Stettin.

TABLE IV.—COMMERCIAL AND BUSINESS COLLEGES.

The following is a comparative exhibit of colleges for business training, as reported to this Bureau from 1870 to 1877, inclusive:

	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.
Number of institutions	26	60	53	112	126	131	137	134
Number of instructors	154	168	263	514	577	594	599	568
Number of students	5, 824	6, 460	8, 451	22, 397	25, 892	26, 109	25, 294	23, 496

It will be remarked that the commercial and business colleges of the country have so far decreased as to be almost in the position they occupied in 1873.

LXXVI REPORT OF THE COMMISSIONER OF EDUCATION.

TABLE IV.—*Summary of statistics of commercial and business colleges.*

States.	Number of schools.	Number of instructors.	Number of students.			Number of volumes in libraries.	Increase in the last school year.
			Total number of students, excluding duplicate enrollments.	In day school.	In evening school.		
California	4	31	676	610	66	154	14
Georgia	2	4	213	213	0	400	.....
Illinois	13	71	2,848	2,335	613	16,100	790
Indiana	7	33	1,425	1,075	408	13,020	.....
Iowa	9	36	1,705	1,070	548	270	5
Kansas	1	1	53	35	18	.....	.....
Kentucky	2	5	529	447	82	.....	.....
Louisiana	2	13	318	265	53	1,050	.....
Maine	2	5	378	318	60	.....	.....
Maryland	1	7	341	256	85	.....	.....
Massachusetts	4	22	513	343	76	.....	.....
Michigan	9	24	1,114	832	353	6,870	220
Minnesota	2	7	318	260	128	163	12
Mississippi	1	10	130	130	0	1,500	200
Missouri	5	29	1,121	1,031	90	17,813	10
Nebraska	1	2	60	30	30	.....	.....
New Hampshire	1	2	100	65	75	.....	.....
New Jersey	3	20	385	296	89	700	100
New York	21	90	4,105	3,161	1,150	3,355	195
North Carolina	1	1	12	12	.....	.....	.....
Ohio	12	36	1,985	1,596	562	1,000	100
Pennsylvania	12	49	1,692	1,409	182	469	75
Rhode Island	3	19	680	558	122	125	5
Tennessee	2	7	283	216	73	.....	.....
Texas	1	2	56	29	27	.....	.....
Virginia	1	1	64	39	25	520	8
West Virginia	3	8	204	141	63	.....	.....
Wisconsin	8	31	1,753	1,419	407	1,425	143
District of Columbia	1	2	135	70	65	.....	.....
Total	134	568	23,496	18,655	5,450	64,933	1,877

a Of these, 13,000 volumes are in the library of the University of Notre Dame, Notre Dame, Ind.

TABLE V.—KINDERGÄRTEN.

The following is a comparative summary of Kindergärten, instructors, and pupils reported to the Bureau from 1873 to 1877, inclusive:

	1873.	1874.	1875.	1876.	1877.
Number of institutions	42	55	95	130	129
Number of instructors	73	125	216	364	336
Number of pupils	1,252	1,636	2,809	4,090	3,931

TABLE V.—*Summary of statistics of Kindergärten.*

States.	Number of schools.	Number of teachers.	Number of pupils.
California	8	8	32
Colorado	1	2	22
Connecticut.....	1	5	80
Georgia.....	1	1	7
Illinois	6	13	141
Indiana.....	1	5	30
Iowa.....	1	5	40
Kentucky	3	7	82
Maine	2	2	39
Maryland.....	4	10	48
Massachusetts.....	12	22	195
Michigan.....	3	4	90
Minnesota.....	3	9	70
Missouri.....	20	105	1,145
New Hampshire.....	2	4	30
New Jersey.....	14	24	451
New York.....	22	50	632
Ohio.....	6	9	89
Pennsylvania.....	12	22	297
South Carolina.....	1	2	24
Wisconsin.....	6	17	291
District of Columbia.....	5	15	186
Total	129	336	3,931

The introduction of the Kindergarten into schools for orphans, and those schools established among the poor and distressed in our cities, is attended with excellent results. Mrs. Horace Mann writes that "the charity Kindergärten are doing a beautiful work in Cambridge, Mass. One of these Kindergärten is supported by the city of Cambridge and the other three by a lady who does not wish to have her name published." The success of the Kindergarten is much lessened through lack of favorable conditions. But important progress has nevertheless been made (1) in training teachers to instruct in true Kindergarten methods; (2) in giving to school officers and the public generally a correct idea of what these methods are; and (3) in bringing a supply of Kindergarten appliances within the reach of those who desire to procure them. It is indeed true that a few thousand only of the many of proper age for this training are as yet reported in attendance upon Kindergärten; but the zealous, self-sacrificing advocates of these improvements have the satisfaction of knowing that their efforts have been rewarded by a more earnest study among parents and teachers of what methods are most fit in the first years of infantile training. They thus benefit tens of thousands who never enter one of these interesting institutions; and their efforts, also, in not a few cases, have had a most wholesome effect upon the methods adopted in more advanced courses of training.

TABLE VI.—SECONDARY INSTRUCTION.

The following is a comparative summary of the number of institutions for secondary instruction making returns from 1871 to 1877, inclusive:

	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.
Number of institutions.....		638	811	944	1,031	1,143	1,229	1,228
Number of instructors.....		2,171	4,501	5,058	5,466	6,081	5,999	5,963
Number of students.....		80,237	96,929	118,570	98,179	108,235	106,647	98,371

LXXVIII REPORT OF THE COMMISSIONER OF EDUCATION.

TABLE VI.—*Summary of statistics of*

States and Territories.	Number of schools.	Instructors.		Number of students.					
		Male.	Female.	Total.	Male.	Female.	In English course.	In classical course.	In modern languages.
Alabama.....	7	23	8	a670	278	156	344	90	50
Arkansas.....	8	8	6	205	100	105	175	39	5
California.....	25	80	126	8,660	1,567	2,073	2,680	360	1,004
Colorado.....	2	2	14	181	1	180	90	2	46
Connecticut.....	53	89	126	a2,047	982	1,085	1,377	564	455
Delaware.....	13	29	19	608	380	228	406	192	61
Florida.....	7	7	32	854	233	621	621	115	39
Georgia.....	105	128	85	a5,849	3,384	2,385	3,926	1,211	195
Illinois.....	24	54	129	2,852	796	2,056	1,618	407	500
Indiana.....	17	b25	46	2,850	981	1,369	759	124	45
Iowa.....	39	65	91	a3,908	1,777	2,006	2,006	446	453
Kansas.....	4	4	21	208	53	155	168	60	4
Kentucky.....	53	96	162	a4,422	1,913	2,409	3,178	826	509
Louisiana.....	10	27	33	904	588	316	816	46	426
Maine.....	25	48	50	2,331	1,229	1,102	1,305	476	201
Maryland.....	38	105	87	2,574	1,439	1,135	2,115	531	1,187
Massachusetts.....	54	98	145	2,614	1,162	1,652	1,608	509	716
Michigan.....	7	19	9	579	281	298	235	16	23
Minnesota.....	15	27	49	1,297	648	649	932	143	169
Mississippi.....	11	15	21	709	207	412	603	147	31
Missouri.....	17	49	47	1,400	713	687	915	185	233
Nebraska.....	1	2	6	85	.....	85	85	7	15
New Hampshire.....	37	64	57	2,968	1,567	1,401	2,134	568	204
New Jersey.....	45	112	127	2,764	1,430	1,334	1,526	533	460
New York.....	217	583	783	a19,538	10,153	9,240	12,653	3,424	3,867
North Carolina.....	33	45	52	a2,181	1,141	1,040	1,869	454	164
Ohio.....	44	95	167	a4,139	1,836	2,178	1,980	577	892
Oregon.....	15	23	40	1,451	663	789	921	119	124
Pennsylvania.....	98	256	332	6,926	4,161	2,765	4,303	1,452	1,209
Rhode Island.....	8	15	29	811	132	179	70	103	88
South Carolina.....	9	18	22	a1,074	337	400	575	100	18
Tennessee.....	63	96	104	a5,378	2,763	2,555	4,477	902	251
Texas.....	14	31	33	1,331	730	601	902	93	283
Vermont.....	30	57	76	2,994	1,444	1,550	2,011	634	823
Virginia.....	26	51	51	1,366	751	615	1,029	362	277
West Virginia.....	9	5	19	710	290	420	556	39	445
Wisconsin.....	16	40	91	a1,827	612	1,168	1,075	196	510
District of Columbia.....	25	34	83	1,048	352	696	821	162	261
Indian Territory.....	1	2	1	60	60	.....	60	3	.....
New Mexico.....	2	.....	12	252	27	225	37	.....	7
Utah.....	8	14	32	1,486	803	683	1,074	77	23
Washington.....	1	1	4	60	.....	60	.....	.....	3
<i>Total</i>	1,226	b2,536	3,427	a98,371	48,023	49,123	63,975	16,285	15,294

a Sex not reported in all cases.

b Sex of three not reported.

SECONDARY INSTRUCTION.

LXXIX

institutions for secondary instruction.

Number of students.				Number of schools in which drawing is taught.	Number of schools in which vocal music is taught.	Number of schools in which instrumental music is taught.	Libraries.		Property, income, &c.			
Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.				Number of volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
34	4	11	8	1	3	2	4,730	130	\$74,000	-----	-----	\$7,400
8	10	0	2	1	1	2	-----	-----	12,500	-----	-----	1,200
107	114	118	17	23	23	20	9,999	811	802,000	-----	-----	92,132
2	-----	-----	-----	2	2	2	1,340	256	120,000	-----	-----	10,000
160	45	23	3	33	35	38	18,395	483	716,000	\$48,000	\$3,525	98,337
84	39	18	3	10	10	9	2,400	320	112,000	7,000	410	12,681
49	25	5	10	4	4	4	2,407	305	40,000	150	150	3,720
484	212	115	29	21	41	51	5,360	1,333	301,100	32,000	2,050	91,001
62	55	60	5	18	21	21	9,850	975	958,000	35,000	2,800	71,447
20	38	8	5	8	9	7	6,191	37	194,000	51,500	5,050	16,247
209	112	78	2	19	23	23	7,826	1,018	313,600	49,200	3,320	28,152
-----	-----	-----	-----	4	3	3	740	2	90,500	-----	-----	5,000
333	142	102	83	22	38	43	21,490	1,134	534,850	14,975	3,450	95,065
39	22	29	4	6	8	8	2,865	220	62,000	1,000	1,300	8,000
175	58	35	27	13	12	18	8,495	208	315,000	118,342	4,614	15,908
116	24	36	6	23	19	18	31,725	283	666,200	723,000	48,940	78,300
176	17	27	14	39	27	27	28,472	662	934,082	572,352	36,396	93,248
9	3	43	-----	5	5	3	1,610	34	112,000	6,370	520	7,932
54	32	29	4	11	13	12	8,043	616	267,500	13,500	1,350	33,730
56	19	18	-----	2	7	7	1,215	172	70,500	-----	-----	13,225
45	30	15	1	9	13	13	8,240	100	230,200	125	12	60,800
-----	-----	25	-----	1	1	1	2,000	20	25,000	0	0	8,000
169	33	26	4	16	14	19	13,990	227	312,400	198,297	11,857	26,158
262	74	43	31	32	29	31	15,745	419	682,000	49,000	4,630	95,691
1,526	699	433	246	161	135	148	124,136	14,431	4,085,188	485,903	29,279	545,968
218	76	56	11	11	18	15	10,949	506	229,400	8,000	600	26,677
235	110	150	13	18	29	31	22,300	960	609,900	98,550	7,100	61,676
55	69	27	-----	7	13	12	4,470	194	155,200	8,200	4,000	16,770
380	158	105	50	72	53	55	55,202	2,131	4,538,800	123,000	608,230	217,167
15	-----	11	2	5	4	3	7,216	353	829,000	130,000	8,700	46,800
67	10	26	6	4	7	6	2,050	224	104,250	-----	-----	3,373
358	196	209	48	17	39	39	13,832	468	430,342	18,000	1,500	67,810
85	32	41	2	5	10	10	4,200	575	146,500	-----	-----	10,990
311	72	40	4	18	19	25	13,008	487	375,000	148,500	8,920	31,175
116	58	37	7	9	14	13	11,350	20	179,300	6,700	5,480	34,517
-----	-----	-----	-----	2	5	4	1,060	20	50,000	-----	-----	2,900
25	11	11	1	10	13	12	12,565	50	276,000	13,600	855	20,865
20	12	103	-----	15	11	14	2,190	55	26,500	-----	-----	7,100
3	-----	1	-----	-----	-----	-----	300	-----	-----	-----	-----	-----
-----	-----	-----	-----	1	2	2	-----	-----	-----	-----	-----	-----
23	0	1	1	3	8	4	1,806	383	117,500	7,300	1,540	9,927
-----	-----	-----	-----	1	1	1	100	50	-----	-----	-----	-----
6,090	2,611	2,124	649	682	742	776	499,871	30,782	20,098,312	2,967,564	806,578	2,075,259

Of this, \$900,000 is the income of Girard College for Orphans, Philadelphia, the amount of funds producing it not being reported.

LXXX REPORT OF THE COMMISSIONER OF EDUCATION.

Statistical summary of pupils receiving secondary instruction.

States and Territories.	In city high schools (Table II), <i>a</i>	In normal schools (Table III), <i>b</i>	In institutions for secondary instruction (Table VI).	In preparatory schools (Table VII).	In preparatory departments of—			Total
					Institutions for superior instruction of women (Table VIII).	Universities and colleges (Table IX).	Schools of science (Table X).	
Alabama.....		346	670		211	98	53	1,378
Arkansas.....		397	205			259	160	1,021
California.....	1,060	78	3,660	533	46	905		6,282
Colorado.....			181	24		114	14	333
Connecticut.....	576	0	2,047	1,010	50		0	3,683
Delaware.....			608		49	67		724
Florida.....			854					854
Georgia.....	211	43	5,849	53	474	149	199	6,978
Illinois.....	2,166	491	2,852	200	248	3,346	121	9,424
Indiana.....	1,073	346	2,350	40	30	1,583	49	5,471
Iowa.....	450	94	3,908	119		2,317		6,888
Kansas.....		16	208		47	750		1,021
Kentucky.....	923	141	4,422		764	820		7,079
Louisiana.....	338	50	904		57	356		1,705
Maine.....	374		2,331	619				3,324
Maryland.....		81	2,574	255	28	347	13	3,298
Massachusetts.....	3,957		2,814	2,325	224	300	45	9,665
Michigan.....	1,200	265	579		33	773		2,850
Minnesota.....		283	1,297			497		2,077
Mississippi.....		0	709		346	528	17	1,600
Missouri.....	1,439	310	1,400		366	1,471	26	5,012
Nebraska.....			85			384		469
Nevada.....						32		32
New Hampshire.....	192	45	2,968	622	355			4,182
New Jersey.....	1,194		2,764	276	15		34	4,283
New York.....	4,032	1,553	19,538	2,617	645	2,895		31,280
North Carolina.....		400	2,181		243	465		3,289
Ohio.....	3,955	298	4,139	889	136	3,246		12,663
Oregon.....	144		1,451		30	559		2,184
Pennsylvania.....	1,123	958	6,926	908	331	1,865	828	12,939
Rhode Island.....	146		311	639				1,096
South Carolina.....		228	1,074	164	81	221		1,708
Tennessee.....	227	539	5,378	80	514	1,634		8,373
Texas.....			1,331	275	223	921		2,750
Vermont.....		58	2,994	101				3,153
Virginia.....		204	1,366	291	190	75		2,126
West Virginia.....		320	710			113	50	1,193
Wisconsin.....		809	1,827	470	225	611		4,242
District of Columbia.....	145	78	1,048			260		1,531
Indian Territory.....			60					60
New Mexico.....			252					252
Utah.....			1,486			188		1,074
Washington.....			60			50		110
Total.....	24,925	8,431	98,371	12,510	5,961	28,499	1,609	180,306

a In ninety-five cities.

b Strictly normal students are not included.

THE HIGH SCHOOL QUESTION.

The arguments of those who hold that the State has no right to provide education beyond the rudiments may be briefly summarized as follows :

1. The State has the right to educate its children just so far as will enable them to understand their duties and exercise their rights as citizens of a free country governed by the popular voice. A primary education is sufficient for this; therefore the State has the right to furnish a primary education and nothing more.

2. The high school being patronized by but few and the majority deriving no benefit from it, it is unjust to levy a general tax for its support.

3. "Instead of educating the masses of children so as to prepare them for the pursuits and industries upon which they must depend for a living, high schools educate them in such a way as to make them discontented with their condition and unfit to discharge its duties in a manner most beneficial to their own interests."

4. Our common school system has been enlarged and extended beyond the original purpose of its founders. The high school has been ingrafted upon the system contrary to the "original design;" hence it should be cut off.

Others who would not abolish the high schools would still radically change the basis of their organization by compelling those who avail themselves of their privileges to pay a part of the cost of their maintenance.

Some of the causes which have operated to produce this opposition to high schools are referred to by Hon. H. F. Harrington, superintendent of the public schools of New Bedford, in his report for 1877. In discussing the question, "Whether the relations of the high school to the elementary departments of the school system are as close and intimate as they ought to be," he says:

It is my firm belief that the principles and methods by which most high schools have been regulated have tended to implant prejudices which have steadily been gathering head until they are now breaking out in open and bitter hostility. * * * The mistakes of management to which I refer had their source in the idea which prevailed respecting high schools when they were originated, that they were to be tenders to the college. From this has resulted the habit, on the part of school authorities and high school teachers, of looking upward to the colleges for close links of connection and sympathy, instead of downward to the elementary schools. Thus a gulf of separation has been created between the two classes of schools.

He instances some of the particulars in which this state of things has been made manifest, as follows :

1. Many of the studies pursued in most high schools have been of a purely disciplinary or preparatory character, only to be preferred when the scholar has the prospect before him of spending years enough in study to attain a (so to speak) complete education. The interests of those who could hope to remain through only a part of the course—a large percentage of every entering class—and whose studies should therefore have been carefully regulated so as to combine the acquisition of serviceable knowledge with mental discipline, have been disregarded. Many a parent who has maintained his boy in the high school for a year or two, at cost of much privation, * * * withdraws him, when at length he must, only to find that the practical interests of his life have not been taken into account, and that he has little or nothing in that direction to show for the time he has spent in the school. What wonder that such a parent should feel a sense of personal injury and wrong, and nurse it into a virulent prejudice?

2. The studies of the high school have not been intimately associated with those of the grammar school, as dictated by the law of regular progression. * * * School authorities and high school teachers have acted very generally as though there were a broad gulf of separation between grammar schools and the high school, as though the two differed not only in degree but in kind. Thus the requisitions for admission to the high schools have implied the expectation that the candidates have *finished* the grammar school studies. * * * Then, having leaped the gulf and landed on the high school side, the successful candidates have been put upon the studies preparatory to a long course of culture which, by the great majority, was never to be realized. Meanwhile, the grammar school studies—*finished*—have been laid on the shelf to be forgotten. And thus the parent of whom I have spoken has had an additional source of discomfort; for he has not only found the studies his child had pursued in the high school to be of *small practical use*, but that he had been suffered to forget *what he had learned before*. And nothing has served more effectually to bring the

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high schools into odium and contempt than the fact that so many of their scholars, while accomplished in languages and sciences, have proved ignorant blunderers in elementary knowledge and work.

3. Our cities and towns have erected magnificent houses for their high schools, far more costly than they would be willing to provide for any school of a lower grade, and this lavish expenditure has tended to imbitter two different classes of citizens against the high school: the men of property, whose taxes have been increased to pay it, and the poor men, who, unable to grant their children the privileges of high school instruction, draw angry contrasts between the splendid accommodations which the children of the more fortunate enjoy and the humbler conditions with which their own must be content.

These causes of complaint can easily be removed, and Mr. Harrington would accomplish this by "two radical modifications of the course of study: one for the purpose of adapting it to accomplish a closer relation with the grammar schools, the other to answer the requisition of the great American public, which must inevitably be deferred to in every quarter, sooner or later, that the masses of children must be so educated 'as to prepare them for the pursuits and industries on which they must depend for a living.'"

"No system of public education," says Huxley, "is worthy the name unless it creates a great educational ladder with one end in the gutter and the other in the university." "I will thank any person," says Everett, "to tell why it is expedient and beneficial in a community to make public provision for teaching the elements of learning and not expedient nor beneficial to make similar provision to aid the learner's progress toward the mastery of the most difficult branches of science and the choicest refinements of literature." "Experience has proved," says Mr. Francis Adams, "that elementary education flourishes most where the provision for higher education is most ample. If the elementary schools of Germany are the best in the world, it is owing in a great measure to the fact that the higher schools are accessible to all classes. In England, not only have the aims of the elementary schools been educationally low and narrow, but an impassable gulf has separated the people's schools from the higher schools of the country. In the United States the common schools have always produced the best results where the means of higher education have been the most plentiful."—(Massachusetts State Report, 1877.)

Hon. P. Emory Aldrich, in an address delivered before the Massachusetts State Teachers' Association, December 28, 1877, said:

I affirm, first, that it has been the settled and prevalent policy of these States, as well as of the General Government itself, to grant State or governmental support to schools of every grade, from the primary up to and including the university; and, furthermore, that this was the accepted theory and practice of the colonies before the States were organized as they now exist. And, secondly, I shall contend that this policy should not now be abandoned, but, on the contrary, should be continued and extended to meet the growing necessities of the greatly enlarged and ever expanding field of human knowledge and acquisition.

Calling attention to the large and liberal views held upon this subject by the fathers of the Republic, he quotes from some of them. John Adams, in his work on government, says:

Laws for the liberal education of youth, especially of the lower class of people, are so extremely wise and useful that, to a humane and generous mind, no expense for this purpose would be thought extravagant.

Madison says:

Knowledge will forever govern ignorance; and a people who mean to be their own governors must arm themselves with the power which knowledge gives. * * * Every class is interested in establishments which give to the human mind its highest improvement. * * * *Learned institutions ought to be favorite objects with every free people.* They throw that light over the public mind which is the best security against crafty and dangerous encroachments on the public liberty.

Giving Mr. Madison's views at greater length than is done in the above citation, Judge Aldrich continues:

These sagacious and far reaching views as to the necessity and extent of popular education were by no means peculiar to the eminent statesmen and scholars whose

words I have quoted, as could easily be shown by liberal quotations from the writings of many of their most distinguished contemporaries. They are the deliberately expressed opinions of men by whose wisdom and foresight States were formed and a nation created. * * *

The founders of our institutions clearly perceived that popular government could not rest securely on popular ignorance, and that knowledge, and not merely the rudiments of it, generally disseminated among the people, is essential to the stability of that form of government which depends for its existence on the will of the governed. Nor were these views first entertained and expressed by the founders of our Republic. They were among the rich inheritances of civil wisdom derived from the colonial period of our history, as shown, among other proofs, by the celebrated ordinance passed in the year 1647 by the general court of the Massachusetts Colony. * * * This ordinance, it will be remembered, was founded on the assumed right of the state to require that schools shall be supported by public taxation, wherein the youth of the state, whether they be the sons of taxpaying or non-taxpaying parents, may be educated in the higher branches of learning.

After quoting the constitutions of Massachusetts and New Hampshire, which contain substantially the same declaration of principles, Judge Aldrich continues:

I only desire now, in passing, to remind you that these are not the opinions of an accidental and temporary majority, of a sect or party, but are rather the solemnly expressed and long cherished principles of a whole people; and also to observe that the duty on the part of the state to promote the cause of education is placed on the same footing precisely as that of promoting trade, commerce, and manufactures. * * * It is within the memory of living scholars when the declaration that this was an open or debatable question would have been listened to with surprise and an emphatic dissent by every friend of popular education. * * * The public support of high schools and technical schools, wherein the youth of the land may be taught the arts of peace and the duties of civil life, is based on the same principle and justified by the same course of argument as the governmental support of the two technical schools at West Point and Annapolis, in which a few selected young men are instructed in the art and discipline of war. Every community of men organized under any form of government needs, and must have, individuals educated and competent to administer its civil as well as its military affairs. And this is eminently true under such a Government as ours—"a Government of the people, by the people, and for the people"—where every State, county, city, town, and school district in the land requires educated men to assume important places of trust and responsibility, and to conduct with intelligence the infinitely complicated affairs of such a popular government. And shall it be said that a Government thus needing for its own existence and successful administration educated men cannot lawfully and without injustice provide schools for the necessary education and training of such men? * * * It is too late to deny that superior education is *necessary* to the state, and it is precisely on this ground of state necessity that the grants to, and public support of, schools should be made and given, and not on the ground that they are mere benefactions to the grantees.

Hon. Ezra S. Carr, State superintendent of public instruction of California, in his report for 1876-77 says:

The right of the State and municipal governments to maintain high schools is not legally distinguishable from the right to maintain elementary schools. * * * *Schools exist because of a well founded claim, and not because of toleration.* The universal recognition of this principle is found in the constitution of every State in the Union.

After quoting from the constitutions of Arkansas, Florida, Kansas, and Massachusetts, Mr. Carr continues:

Further citations are not required to show that "the school is created and encouraged as an institution that is purely one of political economy, for increasing the production and accumulation of wealth, and as a means of preventing pauperism and crime, which is still only wealth." The right to educate is "one of those inalienable rights which have never been surrendered by the people either to Congress or to legislatures, because of the right of the people to the fruits of intelligence and protection from the folly and crime which result from ignorance." * * * Education is not a fixed quantity to be measured by one generation for that which succeeds it. The "common schooling" of the past century, for instance, would not adequately fit the average citizen of to-day for the necessary business of life. The standard of general intelligence is higher. The demand for secondary and high schools is far more general throughout the United States at the present time than was the demand for elementary schools fifty or even twenty-five years ago. "The school being the creation of the State, and the interests involved being so vital, it would seem to be a legitimate and necessary consequence that all schools should be regarded as to their advancement by the States." If this be true, graded and high schools are legitimate, because necessary.

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Hon. James H. Smart, State superintendent of public instruction of Indiana, in his report for 1876 says:

Good citizenship requires intelligence enough to make good laws and patriotism enough to obey them and defend them when made. An ignorant man can be a good subject, thinking the opinions and executing the will of others, but he cannot properly exercise the functions of good citizenship. The highest form of citizenship necessitates the highest degree of intelligence. A limitation of intelligence is necessarily an abridgment of citizenship. Every voter of the State is a lawmaker. He expresses his thought through the ballot, and thus his intelligence manifests itself in the laws of the commonwealth. A primary education, a mere ability to read and to write one's name, is not sufficient to qualify one to exercise this high function. * * * The fact that a man sends no children to a school does not justify the claim that he ought not to be called upon to pay for its support. But it is urged by some that while this may be true in reference to the lower schools, because those who do not patronize them are in the minority, it is not true of the high school, for the reason that those who do not patronize it are in the majority. If this objection were sound, then every grammar school in the State must be struck down, every intermediate and every senior primary school must be closed, because a majority do not patronize them. Every graded system of schools in the State must also be destroyed for the same reason.

* * * If the argument be good, then we must limit public education to the subjects of reading, writing, spelling, and the fundamental rules of arithmetic, because these branches are all that are studied by the majority, and so, because a majority cannot be induced to take a good education, the State shall provide nothing but the mere skeleton of an education. This principle would limit the schools all over the State to four months, because a majority of the children do not attend the schools more than four months. * * * It would be as logical to maintain that the insane asylum should not be supported because the majority of the people do not patronize it as to say that the high school should not be maintained because a majority do not send their children to it. * * * The argument of "original design" is one that is used as a last resort. Suppose, for the sake of argument, that the founders of our school system did not contemplate a perfect system, is that any reason why men with more wisdom and more experience should be bound not to change and improve it?

* * * There is scarcely a law on our statute books, scarcely a State constitution in the Union, that has not been revised, amended, and improved. Experience has shown that the great charter of American liberty, the Federal Constitution, as originally constructed, was not adequate to meet the wants of a growing and progressive people. * * * Adherence to "original design" turns us back upon the perfecting future to embrace the prejudices of a dead past; it blocks the wheels of human progress and stays the onward march of civilization. It can be shown, however, that the fathers builded wisely, and that the present system, in its scope, at least, is not a departure from original design. * * * The first constitution of Indiana, adopted in 1816, among other things, provides as follows: "It shall be the duty of the general assembly, as soon as circumstances will permit, to provide by law for a general system of education, ascending in a regular gradation from township schools to a State university, wherein tuition shall be gratis and equally open to all." * * * The framers of the earlier constitutions of most of the Northern States held the same broad views, and so expressed them in the instruments which they made. * * * They declared with singular unanimity that learning and wisdom generally diffused among the masses were essential to liberty, and that it was the duty of the State to forever establish and encourage schools, colleges, seminaries of learning, &c., for the education of the people. A limitation of public education to a few primary branches would be a departure from original design, and not an adherence to it.

Mr. Smart further says:

The term "high school" is, possibly, an unfortunate one, inasmuch as it leads many to suppose that the grade is one above the common school. This is not the case. The high school is an advanced elementary school. It is an integral part of the common school system. * * * Its purpose is to lay the foundations of knowledge merely. * * * It does not make lawyers or architects, engineers or bankers, but it aims to give that common information, that common discipline, without which no man can become a good physician, a good lawyer, a good mechanic, a good business man, or a good farmer. * * * Our so called high schools are common schools in the strictest sense of the term.

Hon. John W. Dickinson, secretary of the Massachusetts State board of education, in his report for 1876-'77 says:

There will be more educated people in every town maintaining a high school than there would be without it; and the more educated people there are, the greater will be the development of material resources, the more perfect the security of property and

of persons, the higher the civilization, and the more complete the facilities for the unmolested enjoyment of all the objects of our natural rights. * * * A further argument in favor of maintaining high schools at the public expense may be made in showing that they serve to give increased efficiency to the elementary schools. * * * By the standard they establish for admission to their classes and the opportunities they offer for a higher education, the high schools determine what the lower schools shall do, and they everywhere stimulate pupils to remain in the lower schools until what is required has been accomplished. Again, the lower schools, on account of the age and attainments of their pupils, can teach elementary knowledge only. If the high school is taken away, the opportunity for obtaining free instruction in scientific knowledge is taken away also. * * * If the high school is open to all, that, in connection with the lower schools, will have a tendency to preserve a republican equality, which is always disturbed when the advantages of a higher education are limited to a few. * * * I consider the high schools to be the crowning excellence of our common school system; and, that they may be as efficient as possible, I would recommend to those who have the direct control of them that they guard against introducing into their courses of study more topics than can be mastered in the time assigned to the course, and that the topics chosen be those that will lead the student to acquire the most useful information, and at the same time be the occasion of the greatest amount possible of mental discipline.

Hon. H. F. Harrington, whose report has been quoted above, presents the claims of the high schools to public support as follows:

1. High schools are important because they give increased efficiency to all the schools below them.
2. High schools are important because they are the best seminaries from which competent recruits can be obtained for the great army of public school teachers.
3. More than all, high schools are important as a branch of a public school system, because they constitute the only trustworthy agency to perform the essential service of bringing worthy representatives of the lower classes into the councils of the State and the organism of society. Abolish the high schools, and at once you draw a broad line of separation between the rich and the poor. You limit the higher education to the children of the well to do, for only the well to do would have the means to pay for it, and this would prove a damaging, perhaps a perilous, venture for the state. Mainly the cultured classes are found to be the governing classes, and among its governing classes society needs the representatives of the poor. It needs them, that there may always be strong men coming to the front, with powers so tempered by culture as to make them wise, * * * to represent the humble class from which they sprung, and demand the consideration due to their needs and their rights. These are the men, too, in the social exigencies which sometimes occur, when passion becomes rampant among the masses and the restraints of law are defied, to throw themselves into the track of the storm and allay its violence. Far better this than the alternative if you do not bestow the culture; for those who are born to be the leaders of men will assert their prerogatives whether or no; and the born leaders from among the poor, if they be not tempered by culture, become the ignorant demagogues whose leadership is anarchy. * * * It is the universal confidence in elementary education as the right arm of a free state which renders the objection to high schools so strong, for it implies that the state does not need high schools. All the while that protests against the continuance of the high schools are ringing throughout the land, the elementary schools remain as popular as ever. Not a whisper of objection is heard against taxation for their support. They are still lauded as the palladium of liberty; * * * but in a recent address at Baltimore President Eliot used this memorable language: "There are those who hold that republics can be saved by the general diffusion of primary education, but the most effectively despotic government of Europe is the one in which this education is most diffused. *There is, however, a power in the spread of higher education and the sentiment of honor associated with culture.*"

Concerning the objection that "the character of the instruction given in high schools is such as to disqualify their scholars for occupations involving manual labor," Mr. Harrington says:

This question opens up to view the chief incentives to the present crusade against this class of schools; and no one can do justice to the subject, nor speculate wisely about the future of these schools, without making those incentives an important factor in the solution of the problem.

The fact is, the times have changed; the paramount interests and needs of society have changed; the expectations of society in regard to its youth have changed, and the instruction in the high schools has not been conformed to the new order of things. Here we find the kernel of the whole matter. * * * The grand declaratory principle of the fathers, in behalf of education, was, "a popular government can rest

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The fact is, the times have changed; the paramount interests and needs of society have changed; the expectations of society in regard to its youth have changed, and the instruction in the high schools has not been conformed to the new order of things. Here we find the kernel of the whole matter. * * * The grand declaratory principle of the fathers, in behalf of education, was, "a popular government can rest

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securely only on popular knowledge." The declaratory principle of the men of to-day is, in the language of Governor Robinson,¹ "Educate the masses of children, so as to prepare them for the pursuits and industries on which they must depend for a living." Here is a remarkable change of base; and it is no wonder that those who are swayed by these new ideas should protest against the conservatism which maintains the work of high schools on its ancient basis and clamor for its modification or its extinction.

To so change the present curriculum as to make it serve more directly to prepare the scholars for the pursuits and industries on which they must depend for a living is, says Mr. Harrington, "beset with perplexing difficulties. One is this: that a course of such a character, to be effective, should occupy several years; whereas the most of those who would be specially benefited by it leave the school before the lapse of two years. Another difficult problem is, to decide what place in such an arrangement shall be provided for the girls, who form so large a portion of the school. And a third difficulty is suggested by the question whether there shall be two separate courses of study, one having reference to general culture only, the other to industrial pursuits."

But "a beginning can surely be made," and for that purpose he makes the following recommendations:

1. That during such part of the first year in the high school as may be necessary the studies of the grammar schools be thoroughly and comprehensively reviewed by the entire class.
2. That the number of sciences in the course be reduced, that they may be the better learned; that those retained be such as will be of the most advantage. * * *
3. That the study of the classics be positively forbidden to all who are not to remain in the school throughout the entire course.
4. That such studies as are essential to a sound practical education be made imperative, no matter what other studies they may exclude. * * *
5. That special care be taken, by means of well adapted text books and methods of teaching, to secure to the essential branches a positive practical bearing.

The report of Hon. W. T. Harris, superintendent of the St. Louis public schools, for 1876-77, contains an elaborate argument in "justification of the public high school," from which the following is extracted:

The limit to public education is found in the means and the will of the community which affords it. If the community regards education as a disagreeable but necessary charity, the extent of the education will not be great and its results will not have high value. If the community looks upon education as a right, but a right to be allowed only within the narrowest limits, its value as an instrumentality in the solution of social problems will be correspondingly small. If the community proposes to do the best by itself, it will place as large a limit as it may in justice to its other interests, and will debate the quality and fitness of the education and not its amount; it will feel that every dollar spent for education is more than a dollar gained to the one who spends it, both in the decreased need for the expenses for other common interests and in the increased value of every educated citizen. In this country, the probable limit, for local communities at least, is the high school.

The necessity of the work of the high school, briefly stated, is that a high school exerts upon the grammar school a leverage which could not be obtained so economically by any other instrumentality; * * * that the leverage gained by a high school grade is necessary for the load to be lifted and not for the employment of the lever; that the grammar school demands a high school, and not that a high school requires the grammar school; that the grammar schools determine the necessity for a high school, and not that a high school needs the grammar school; that a high school exists for the grammar schools, and not that the grammar schools exist for a high school.

As a matter of practical experience, it has been found in communities that the work was improved in quality and that it cost less with a high school course than without it, despite the fact that misconceptions of the true office and relation of a high school have in many cases led to a mismanagement which prevents our seeing the results in their clearest light. * * * Every one knows that unless he goes far enough to secure success, his capital of time, labor, and money is wasted. * * * The sufficiency of education must be determined by the previous considerations of political necessity and reciprocity of duty between the citizen and the state, modified by this consideration, the ability of the community to obtain what it may desire. * * *

The education which fifty years ago would have been generous no longer fits a man

¹Message to the New York Legislature, 1871-78.

for the contests of life. * * * We frequently meet the suggestion that prominent men of the past were provided with but a scanty education preparatory to a useful, influential life, and we do not reflect, as we should, that prominence is merely relative. If these men, so distinguished in our histories as revered in our memories, could be fairly brought into relation with our own times, they would possibly lose much of their preëminence. * * * Therefore we must inquire in regard to the education which we furnish as to its sufficiency for the objects which justify its mere existence. Those who regard education as a right will admit that the right is valueless unless sufficiently extensive to pay for its assertion. * * * Hence, in public schools, regarded as the people's schools, * * * it is reasonable, and indeed imperatively necessary, that a sufficiency of education should be furnished notwithstanding the fact that many will, from the necessities of their individual life, be unable to avail themselves of these advantages.

A writer in the *Educational Voice* for November, 1877, considers the objections that have been offered against the high school in Pittsburgh, Pa., as follows:

1. It is claimed that it is an outgrowth of the extravagant notions of the last few years. This cannot be true, since the high school was established in 1855, when our people were noted as being more conservative and economical than those of any other city in the country.

2. It is said that it is properly no part of the public school system, and that it was never the intention of the founders of the free school system to furnish, at State expense, an education beyond a knowledge of the three R's. We think we can show that those who hold this view are sadly mistaken, and for evidence we refer them to the constitution of the State, and when we offer this in evidence we want it understood that it is not a document made by a ring, or by a packed convention, or by a corrupt legislature, but one ratified by the sovereign people, who at the ballot box made it the fundamental law of the Commonwealth. Article 10 says: "The general assembly shall provide for the maintenance of a thorough and efficient system of public schools, wherein all the children of this Commonwealth above the age of six years may be educated, and shall appropriate at least one million dollars each year for that purpose." Now, since the law considers all to be children who are under twenty-one years of age, it seems strange that the framers of the constitution intended children to remain fifteen years in school studying only reading, writing, and arithmetic.

3. It has been claimed that the maintenance of a high school makes the public school system expensive. The founders of the high school were of a different opinion; they believed that it would lessen the expense of the taxpayer, while it would at the same time make the system more complete and the education more thorough. Were they mistaken? Let us examine and see. If the pupils now in the high school were sent back to the ward schools they would form forty separate classes (a class in each school). These forty classes would require forty teachers, while in the high school they are taught by twenty. This would necessitate an increase of twenty teachers, and consequently an increased expenditure. * * * Each of the forty schools would require apparatus and models for illustrative teaching, while at present one set of these in the central building is amply sufficient.

4. It has been stated that persons are taxed to support the high school who are not permitted to send their children to it. This is certainly true; but it is equally true with regard to the grammar department of the ward schools. There are thousands of citizens who are from various causes compelled to take their children from the ward schools before they reach the grammar rooms, and because this is true it is to be inferred that the grammar schools should be abolished? The same argument would abolish all grades of schools. If none were to pay taxes except those who are directly benefited, it would indeed be difficult to keep the Government machinery in order. If men were to refuse to support the Army and Navy because their children were not soldiers and sailors, or if they objected to being taxed to support workhouses, jails, and penitentiaries because they had no children there, these useful institutions would soon cease to exist. The taxes for the support of schools are levied and collected on exactly the same principle: indirect benefit.

But it may be said that we must show that there is an indirect benefit to the whole people in maintaining the high school. * * * Let us compare the condition of two sections of country where the people differed on the question of education. New England early adopted the theory that it is the duty of the State to support both common and high schools, and as a result of that education she presents to-day the most prosperous, intelligent, and the freest people on the face of the globe. Can her prosperity be justly attributed to any other cause? Her climate is cold and rigid, and her soil is barren and stony, and she possesses but few of the natural advantages which are the pride of other States. Compare this section with the two Virginias, States possessing as many natural advantages as are possessed by any part of this great country, and see if the great difference in their prosperity can be attributed to any other cause than the difference of opinion of their people upon the question of

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education. The area of New England is 41,000 square miles, while that of Virginia is 61,000. The population of New England is over 3,000,000, while that of Virginia is but 1,500,000.

When, two centuries ago, the English commissioner of foreign plantations inquired of the colonial governors with regard to the condition of their respective settlements, the governor of Virginia replied: "I thank God there are no free schools or printing presses, and I hope we shall not have these hundred years;" while the governor of Connecticut answered, "One-fourth of the annual revenue of the colony is laid out in maintaining free schools for the education of our children." Both these policies have borne their fruits.

The same writer quotes from the pen of the late Philotus Dean as follows:

A public school system should be established for the whole people, and be good enough for the average wants of the whole people, imparting to them that average grade of skill and information which suits the age and times; in fact, be the people's educating institution. Such a system keeps pace with the passing age, commands respect as being adequate to the wants of the people, and consequently as giving an equivalent for its cost. Such a system cannot fall under the odium of caste, as between the rich and the poor, a point of importance in a true republic. Such a system, by creating a fair average state and more general equalization of intelligence, tends to prevent society from separating into widely diverse strata, in which the masses and a favored few figure as extremes of intellect and ignorance, leadership and vassalage. * * * The best check against injurious and insidious social error is a sound thinking, well instructed people.

SECONDARY INSTRUCTION ABROAD.

I present the following items respecting secondary schools in several European countries as affording material for interesting comparisons.

PRUSSIA.

According to Dr. Engel's statistics, the Kingdom of Prussia, with a population of 25,000,000, has 447 secondary schools, with 6,432 teachers and 132,612 pupils. The object of the secondary schools in Prussia is to give the foundation of a general scientific and literary culture and to develop the moral power of the student. The secondary schools are divided into Gymnasien and Progymnasien, Realschulen of the first and second order, and Höhere Bürgerschulen. They are for boys from about 9 to 18 years of age. Secondary schools for girls are still very few in number, and are almost exclusively private institutions.

The Gymnasium is at the head of all the secondary schools, and leads directly to the university, while the Realschule leads to the higher technical schools. Both the Gymnasium and the Realschule of the first rank have a nine years' course; but the Progymnasium, the Realschule of the second rank, and the Höhere Bürgerschule have only a six or seven years' course, and their graduates are not entitled to matriculation in the university. The Gymnasium is intended for those who desire to study especially the ancient languages and mathematics, and whose aim is to prepare for higher situations in the service of the state or the church; the Realschule is for those who desire to study the natural sciences, mathematics, and modern languages. As the pupils of the Realschule are to become civil engineers, architects, &c., they do not pass to the university, but finish their education in the higher technical schools.

The following is an example of the course of study in a combined Gymnasium and Realschule. Students in the Realschule pursue the same course as those in the Gymnasium, except that they omit Greek entirely and substitute mathematical and scientific studies for the classical work of the last four years of the Gymnasium course.

Religion.—Religious instruction (catechism, explanation of the Bible, and church history) is given twice a week in every class by clergymen of the recognized denominations.

Latin (6 to 10 hours a week).—Grammar is taught and applied to the reading of the classics and to written exercises. The following authors are read: Cæsar; Ovid; Livy; Sallust; some of Cicero's orations, epistles, and philosophical writings; Virgil's *Æneid*; Horace's odes, satires, and epistles; Tacitus's *Germania*; Juvenal; Terence; *Plautus*; and *Roman literature*.

Greek (4 to 6 hours a week).—Grammar is completed and the following authors are read and translated: Xenophon, Homer, Herodotus, Plato, Sophocles; Greek literature.

Hebrew (2 hours a week).—This language is obligatory only for those who intend to study theology; the study comprises grammar, etymology, and reading.

German (3 to 6 hours a week).—Grammar, etymology, prosody, and literature are taught, and exercises in German composition are continued through all the classes.

French (2 to 4 hours a week).—The grammar is studied through. German pieces are translated into French, and French authors are read and translated into German and Latin. French compositions and letter writing are also practised.

Mathematics (3 to 5 hours a week).—Instruction in mathematics comprises the whole of arithmetic, algebra, geometry, planimetry, stereometry, and trigonometry.

History (2 to 3 hours a week).—General history is taught, as well as the history of Germany and Prussia and of the province in which the school is situated.

Geography (2 hours a week).—Geographical instruction includes the whole of physical, political, and mathematical geography, with map drawing in all the classes.

Natural history (2 hours a week).—Natural history comprises the general introduction and the elements of mineralogy, botany, and zoölogy.

Physics (2 hours a week).—In physics the pupils pursue a very exhaustive course of mechanics, electricity, magnetism, light, and heat.

Drawing (2 hours a week).—Free hand, geometric, and ornamental drawing is obligatory in all the classes.

Gymnastics (2 hours a week).—Obligatory in all the classes.

Singing (2 hours a week).—Obligatory in all the classes.

FRANCE.

Public schools.—The public secondary schools of France are of two kinds—lycées, or lycéums, and communal colleges. The lycées are maintained by the state. The communal colleges are maintained by the municipalities but may be aided by the state. The instruction in both is classical and modern. The latter is intended to suit the requirements of practical life by teaching the natural sciences and the modern languages instead of Greek and Latin. Alike in the lycées and in the communal colleges, all the teaching staff have to furnish guarantees of their capacity to teach the subjects intrusted to them. The guarantee generally takes the form of a university degree varying in kind and in rank according to the post to be filled by the holder.

At the end of 1865, the date embraced in the report of M. Duruy, the last report previous to M. Bardoux's, France had at work 77 lycées and 251 communal colleges. Three of the 77 lycées (those of Strassburg, Metz, and Colmar) and 15 of the 251 communal colleges have been lost to France in consequence of the war of 1870; but new ones have in the meanwhile been added, so that on the 31st of December, 1876, France had 81 lycées at work, with 5 others building, and 252 communal colleges. In 1865 the lycées had 31,321 pupils; at the end of 1876 they had 40,995 pupils, an average of 506 pupils to each lycée, about one half of whom are boarders and the other half day scholars. The communal colleges had in 1865 a total number of 32,881 pupils; at the end of 1876 they had 38,236 pupils, with an average of 152 for each college. These 81 great secondary schools of the first class and 252 of the second all have a public character and are subject to public inspection.

The modern or special instruction in these schools is constantly growing. The lycées are the stronghold of the classics, yet in the lycées the number of boys on the modern side or department had risen from 5,002 in 1865 to 8,628 in 1876. The teaching of the natural sciences, of geography, modern history, literature, and languages, is being continually strengthened. In the communal colleges the development of the modern department is much greater still. Of the 38,236 pupils in these colleges at the end of 1876, 9,232 are little boys, not yet going beyond primary instruction; of the

remainder, 14,992 are in the classical department and 14,012 in the modern department. The number of teacherships for the modern languages has more than doubled in these colleges since 1865.

Private schools.—The private secondary schools in France are of two kinds, lay and ecclesiastical. There were 803 of them in 1876, against 935 in 1865 and 1,081 in 1854. It is in the lay establishments that the diminution has taken place. The lay private schools had in 1865 43,009 pupils to the 34,897 of their ecclesiastical rivals. The proportion is now reversed, and the ecclesiastical private schools have 46,816 pupils while the lay private schools have but 31,249.

The ecclesiastical schools are either under episcopal control, or they belong to one of the teaching orders, among whom the Jesuits have the chief place. The former schools have nearly 12,300 pupils, while the latter have nearly 20,000.

Schools for girls.—The absence of public secondary schools for girls in France has often been regretted by educators visiting that country. The want is to be supplied at once.

BELGIUM.

Belgium had, in 1875, 198 secondary schools, viz: 10 royal athenæums, 50 state middle class schools, 31 communal colleges aided by the state, 3 communal colleges entirely sustained by the municipalities, 84 colleges under the control of the clergy and religious orders, and 20 private institutions under the control of the laity. The total number of pupils in 1875 was 17,881, of whom 13,454 were attending state institutions.

The royal athenæums occupy the highest rank among the secondary schools. They include two sections, one for classical instruction which corresponds to the German Gymnasium, and one for industrial education corresponding to the German Real-schule. The classical course lasts six years and the industrial course four years.

ENGLAND.

- Secondary education in England was not affected by the elementary education act of 1870. It is carried on in the great endowed schools and in private institutions. At the head of the endowed schools—in England styled public schools—are Eton, Rugby, Winchester, Westminster, Charterhouse, Harrow, Shrewsbury, St. Paul's School, and Merchant Taylor's School, with a total of about 3,000 pupils. Besides these there are 2,160 endowed and private schools, 1,254 of which are called institutes, 603 grammar schools, 153 colleges, 92 academies, and 58 classical and commercial schools.

The term "public schools" applied to the above named institutions is not to be construed as in this country. The public schools of England do not give gratuitous instruction to their pupils, as do the schools called public in the United States. The Queen's letter appointing the royal commission to inquire into the condition of public secondary schools in 1861, named Eton, Winchester, Rugby, Westminster, Charterhouse, Harrow, Shrewsbury, St. Paul's School, and Merchant Taylor's School. The reasons, probably, which suggested this selection were, that the nine named foundations had in the course of centuries emerged from the mass of endowed grammar schools, and had made for themselves a position which entitled them to be placed in a distinct category and classed as "public schools." These nine have certain features in common distinguishing them from the ordinary grammar schools which exist in almost every country town in England. Many of these latter are now waking up to the requirements of the new time and following the example of their more illustrious sisters. The most notable examples of this revival are such schools as those at Sherborne, Giggleswick, and Tunbridge Wells, which, while remodelling themselves on the lines laid down by the public schools commissioners, are to some extent providing a training more adapted to the means and requirements of the middle classes than can be found at any of the nine public schools. The modern foundations—Marlborough, *Haileybury, Uppingham, Rossall, Clifton, Cheltenham, Radley, Malvern, and Wellington College*—are schools which have taken their place in the first rank, and, while

following reverently the best traditions of the older foundations, are in some respects setting them an example of what the public schools may become.

In order to get a clear idea of the secondary schools which are commonly called public in England, these three classes must be kept in mind: the nine old foundations recognized by the royal commission of 1861; the old foundations which have remained local grammar schools until within the last few years but are now enlarging their bounds; and, lastly, the modern foundations which started from the first as public schools, professing to adapt themselves to the new circumstances and requirements of modern English life. The public schools of England fall under one of these three categories.

In view of the inadequacy of the present organization and condition of secondary education in England, strenuous efforts are now made by men of great ability and influence to bring about a change, and to establish a system similar to that inaugurated for elementary education by the act of 1870.

Not less noteworthy is the energetic and wide spread movement in favor of secondary education for women. Prominent in this movement is the National Union for Improving the Education of Women, which, among other objects, strives to promote the establishment of secondary schools for girls.

TABLE VII.—PREPARATORY SCHOOLS.

Detailed statistics of preparatory schools will be found in Table VII of the appendix. The following is a comparative statement of the statistics of these schools as reported to the Bureau for 1873, 1874, 1875, 1876, and 1877:

	1873.	1874.	1875.	1876.	1877.
Number of institutions	86	91	102	105	114
Number of instructors	690	697	746	736	796
Number of students	12,487	11,414	12,954	12,369	12,516

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TABLE VII.—Summary of statistics of preparatory schools.

States.	Number of schools.	Number of instructors.	Number of students.				
			Preparing for classical course in college.	Preparing for scientific course in college.	Other students.	Entered college since the close of last academic year.	Entered scientific school since close of last academic year.
California	5	36	44	67	422	14	5
Colorado	1	3	4		20		
Connecticut	6	51	363	107	540	46	11
Georgia	1	2			53		
Illinois	3	25	76	57	67	10	4
Indiana	1	3	a40			1	
Iowa	2	8	20		99	1	
Maine	7	26	271	8	340	62	1
Maryland	2	14	14	2	239	6	1
Massachusetts	21	142	a1,231	180	914	181	30
New Hampshire	5	36	421	20	181	72	8
New Jersey	4	24	40	29	198		31
New York	20	179	621	205	1,791	112	35
Ohio	6	80	347	68	474	59	8
Pennsylvania	9	55	175	77	656	30	8
Rhode Island	5	42	174	30	435	18	2
South Carolina	2	5	36	12	116		
Tennessee	1	5	20	30	30	112	
Texas	1	14	10	15	250	4	
Vermont	3	8	9		92	4	1
Virginia	5	16	a159	22	110	15	3
Wisconsin	4	22	a176	60	234	23	8
Total	114	796	4,260	989	7,261	770	156

a Includes a number of students preparing for both courses.

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TABLE VII.—Summary of statistics of preparatory schools—Continued.

States.	Libraries.		Property, income, &c.			
	Number of volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
California	5,211	311	\$171,000			\$9,500
Colorado	2,000	20				1,500
Connecticut	9,400	345	435,000	\$148,500	\$10,150	12,550
Georgia	0	0	10,000			
Illinois	3,400	150	42,000			3,633
Indiana	0	0	300	0		
Iowa	7,900	200	65,000	13,000	1,300	3,378
Maine	1,645	200	109,500	62,000	3,450	14,213
Maryland	2,300	50	64,500			15,000
Massachusetts	22,070	600	750,950	379,600	21,121	143,538
New Hampshire	7,637	24	210,000	252,588	14,291	8,470
New Jersey	275	5	130,000	20,000	2,400	7,697
New York	14,421	363	1,101,008	82,493	5,487	50,864
Ohio	26,100	50	633,000	120,000	8,887	41,009
Pennsylvania	8,675	280	355,500	00,000	4,200	37,602
Rhode Island	3,500	125	240,000	101,000	6,000	30,449
South Carolina	1,200	400	25,000		300	1,100
Tennessee			4,000			2,200
Texas	1,000					
Vermont	1,250	40	55,000	10,000	600	1,300
Virginia	4,750	50	58,000			16,000
Wisconsin	3,300	150	120,000	8,000	400	8,078
Total	126,034	3,303	4,591,758	1,157,181	78,588	408,081

TABLE VIII.—SUPERIOR INSTRUCTION OF WOMEN.

Statistics in detail of schools for the superior instruction of women will be found in Table VIII of the appendix. The following is a comparative summary of institutions, instructors, and pupils from 1870 to 1877, inclusive:

	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.
Number of institutions	33	136	175	205	209	222	225	220
Number of instructors	378	1,163	1,617	2,120	2,285	2,405	2,404	2,305
Number of students	5,337	12,841	11,288	24,613	23,445	23,795	23,856	23,022

I would also invite attention to the following summary by States:

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TABLE VIII.—*Summary of statistics of insti*

States.	Number of institutions.	Corps of instruction.			Number of instructors in preparatory department.	Students. Number in preparatory department.
		Total.	Male.	Female.		
Alabama.....	10	78	19	59	14	211
California.....	2	7	3	4	25	46
Connecticut.....	3	27	4	23	2	50
Delaware.....	1	13	4	9	1	49
Georgia.....	17	100	40	60	15	474
Illinois.....	10	96	19	77	9	248
Indiana.....	2	16	3	13	2	30
Iowa.....	2	25	2	23		
Kansas.....	1	9	2	7	9	47
Kentucky.....	21	6151	43	93	24	764
Louisiana.....	4	18	3	15	2	57
Maine.....	2	16	9	7		
Maryland.....	6	55	10	45		28
Massachusetts.....	10	160	46	114	4	224
Michigan.....	2	15	4	11	2	33
Minnesota.....	2	15	2	13		
Mississippi.....	7	50	12	38	9	346
Missouri.....	13	109	22	87	17	366
New Hampshire.....	4	32	8	24		355
New Jersey.....	5	55	19	36	1	15
New York.....	15	243	50	193	54	645
North Carolina.....	9	87	26	61	21	243
Ohio.....	12	129	30	99	8	136
Oregon.....	1	12	2	10		30
Pennsylvania.....	13	149	47	102	13	331
South Carolina.....	3	24	7	17	3	81
Tennessee.....	18	6131	36	83	20	514
Texas.....	8	57	16	41	10	223
Vermont.....	1	13	6	7		
Virginia.....	12	102	42	60	10	190
West Virginia.....	1	10	3	7		
Wisconsin.....	3	24	7	17	2	225
Total.....	220	2,028	546	1,455	277	5,961

a Classification not reported in all cases.

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tutions for the superior instruction of women.

Students.			Number of institutions authorized by law to confer collegiate degrees.	Libraries.		Property, income, &c.			
Number in collegiate department.				Number of volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
In regular course.	In special or partial course.	Graduate students.	Total number in all departments.						
622	39	21	a963	8	9,675	25	\$427,000		\$21,060
72	7		a363	1	2,500		1,500		5,000
50		4	a230		1,900	100	118,000		2,500
37	0	0	86	1	1,300	0	50,000	\$0	3,500
886	33	48	1,441	17	12,180	400	428,500		38,800
548	196	11	a1,120	8	10,625	245	565,000	8,000	42,869
53	6	0	a149	1	1,300		70,000	0	11,200
			200	1	2,700	100	25,000		5,000
31	2	1	81	1	703	20	100,000	0	2,938
922	18	19	a2,146	15	10,950	303	418,000		50,510
93	1	1	237	3	800	100	86,000	20,000	1,600
50	46		a313	2	3,050	100	8,000	65,000	4,000
172	9	15	a398	3	8,378		78,500	20,000	
784	131	7	a1,250	2	38,106	1,455	1,315,000	405,000	32,900
112	8	2	153	1	1,130	45	25,000		8,000
44			a153	1	1,100		20,000		3,000
586	31	4	a815	6	5,760	460	152,000		30,460
623	95	22	a1,171	11	5,400	30	277,500	20,000	1,600
88	60	1	a649	3	2,700	73	122,000	111,200	5,870
45	4	4	a436	2	3,700	25	345,000		11,000
904	82	20	a2,447	2	28,912	604	1,298,639	40,400	4,424
352	28	12	a852	6	6,150	50	310,000	5,500	330
766	138	20	a1,097	5	16,793	65	825,000		34,951
71	10		111		550	50	30,000		
417	120	10	a1,203	6	17,225	400	799,000	41,950	2,675
217		1	299	3	800	100	50,000	1,000	60
994	76	22	a2,016	18	27,060	1,040	492,500	30,000	2,100
439	12	4	a778	7	1,385	235	112,500	6,000	500
56	45	1	a147	1	800		80,000	2,000	120
559	15	1	a1,071	11	3,400	275	36,000		
120			120	1					
172	127	3	527	3	4,900	1,600	146,000	0	0
10,685	1,337	254	a23,022	150	231,932	7,900	8,895,639	866,050	50,179
									820,064

b Sex not reported in all cases.

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Several of the institutions in Table VIII did not report completely; for example, one of the two Indiana schools reporting did not state how many of its 60 students were in preparatory, regular, special, or graduate courses of study. This is so frequently the case that the column giving the total number of students in all departments of these colleges is greatly lessened in value.

I have, therefore, caused the accompanying graphic to be prepared, so as to emphasize the necessity for making complete reports; many States appear in it to great disadvantage simply because the presidents of the women's colleges in such States did not answer all the queries necessary.

Degrees conferred by institutions for the superior instruction of women.

States.	Number of degrees.	States.	Number of degrees.
Alabama.....	44	New Hampshire.....	18
Delaware.....	19	New Jersey.....	4
Georgia.....	113	North Carolina.....	25
Illinois.....	25	Ohio.....	19
Indiana.....	7	Pennsylvania.....	14
Kansas.....	7	South Carolina.....	20
Kentucky.....	52	Tennessee.....	131
Louisiana.....	8	Texas.....	23
Maine.....	14	Vermont.....	3
Maryland.....	9	Virginia.....	23
Minnesota.....	9	Wisconsin.....	12
Mississippi.....	42		
Missouri.....	11	Total.....	652

TABLE IX.—UNIVERSITIES AND COLLEGES.

The following is a statement of the aggregate number of this class of institutions, with instructors and students, as reported to this Bureau each year from 1870 to 1877, inclusive:

	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.
Number of institutions.....	266	290	298	323	343	355	356	351
Number of instructors.....	2,823	2,962	3,040	3,106	3,788	3,999	3,920	3,998
Number of students.....	49,163	49,827	45,617	52,053	56,692	58,894	56,481	57,334

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TABLE IX.—*Summary of statistics of universities and colleges.*

States and Territories.	Number of universities and colleges reporting.	Number reporting date of charter.	Number not reporting date of charter.	Number reporting only preparatory students.	Number reporting collegiate students.	Number not reporting classification of students.	Number not reporting students.	Number not reporting libraries.	Years in course.				
									Number not reporting.	Number four years.	Number three years.	Number over four years.	Number having only decedive courses.
Alabama.....	4	4	0	0	4	0	0	0	0	1	0	3	0
Arkansas.....	4	4	0	0	4	0	0	1	0	3	1	0	0
California.....	13	13	0	1	10	1	1	2	2	10	0	1	0
Colorado.....	2	1	1	1	1	0	0	2	1	1	0	0	0
Connecticut.....	3	3	0	0	3	0	0	0	0	3	0	0	0
Delaware.....	1	1	0	0	1	0	0	0	0	1	0	0	0
Georgia.....	7	6	1	0	6	0	1	1	1	4	0	1	1
Illinois.....	28	26	2	1	26	1	0	4	0	26	0	2	0
Indiana.....	17	14	3	2	15	0	0	2	1	15	0	1	0
Iowa.....	18	16	2	0	18	0	0	2	0	17	0	1	0
Kansas.....	8	8	0	2	6	0	0	1	0	6	1	0	1
Kentucky.....	13	13	0	0	13	0	0	2	0	8	0	4	1
Louisiana.....	6	6	0	1	3	0	2	2	1	4	0	1	0
Maine.....	3	3	0	0	3	0	0	0	0	3	0	0	0
Maryland.....	8	8	0	1	6	0	1	0	1	5	0	1	1
Massachusetts.....	7	7	0	1	6	0	0	1	0	7	0	0	0
Michigan.....	9	9	0	0	8	0	1	2	1	7	0	1	0
Minnesota.....	5	4	1	0	3	0	2	2	1	3	0	1	0
Mississippi.....	4	4	0	0	4	0	0	0	1	3	0	0	0
Missouri.....	16	16	0	4	12	0	0	3	2	8	1	5	0
Nebraska.....	4	3	1	1	2	0	1	1	1	3	0	0	0
Nevada.....	1	0	1	1	0	0	0	1	1	0	0	0	0
New Hampshire.....	1	1	0	0	1	0	0	0	0	1	0	0	0
New Jersey.....	4	3	1	0	4	0	0	0	0	2	0	2	0
New York.....	26	26	3	0	26	0	0	2	0	22	0	4	0
North Carolina.....	8	6	2	1	6	0	1	1	2	5	0	1	0
Ohio.....	32	31	1	2	30	0	0	5	1	26	1	4	0
Oregon.....	6	6	0	0	5	0	1	1	1	4	0	1	0
Pennsylvania.....	27	26	1	2	25	0	0	3	1	21	0	5	0
Rhode Island.....	1	1	0	0	1	0	0	0	0	1	0	0	0
South Carolina.....	6	6	0	0	6	0	0	1	0	5	0	0	1
Tennessee.....	21	21	0	1	19	0	1	6	1	16	1	3	0
Texas.....	10	8	2	3	7	0	0	1	1	8	0	1	0
Vermont.....	3	3	0	0	3	0	0	0	0	3	0	0	0
Virginia.....	7	7	0	0	7	0	0	0	0	2	2	0	3
West Virginia.....	3	3	0	0	3	0	0	0	0	3	0	0	0
Wisconsin.....	9	9	0	0	9	0	0	0	0	9	0	0	0
Dist. of Columbia.....	4	4	0	0	4	0	0	0	0	4	0	0	0
Utah.....	1	1	0	1	0	0	0	0	1	0	0	0	0
Washington.....	1	0	1	1	0	0	0	0	1	0	0	0	0
Total.....	351	328	23	27	310	2	12	49	23	270	7	43	8

XCVIII REPORT OF THE COMMISSIONER OF EDUCATION.

TABLE IX.—Summary of statistics of

States and Territories.	Number of universities and colleges.		Preparatory department.					Number of students unclassified.	Collegiate department.							
			Number of instructors.	Students.					Corps of instruction.	Whole number of students.	Students in classical course.		Students in scientific course.		Number of graduate students.	
				Total.	Male.	Female.	Preparing for classical course.				Preparing for scientific course.	Male.	Female.	Male.		Female.
Alabama	4	2	98	98	.....	25	10	50	49	390	.....	.....	.....	.....	.....
Arkansas	4	3	259	164	95	63	28	.....	16	100	1	5	.....	.....	.....
California	13	22	905	679	226	140	437	754	168	828	319	90	170	88	69	
Colorado	2	3	a114	34	30	30	10	.....	4	3	.....	.....	.....	.....	.....
Connecticut	3	.....	0	0	0	0	0	.....	55	853	815	3	28	.....	68
Delaware	1	4	67	33	34	.....	.....	.....	6	35	5	.....	11	13	2
Georgia	7	4	149	118	31	65	8	.....	49	457	264	36	9	.....	1
Illinois	28	67	a3,346	2,131	954	958	1,037	147	241	1,731	784	154	279	116	7	
Indiana	17	41	1,583	1,013	570	437	448	30	146	1,503	645	133	191	86	42	
Iowa	18	45	a2,317	1,353	840	618	662	189	135	993	436	173	149	129	49	
Kansas	8	9	750	507	243	309	237	.....	43	175	50	9	67	49	1
Kentucky	13	17	820	505	225	241	169	.....	94	875	278	80	99	60	18
Louisiana	6	8	356	265	91	.....	.....	.....	27	52	24	.....	4	.....	.....
Maine	3	.....	.....	.....	.....	.....	.....	.....	28	373	327	15	31	.....	3
Maryland	8	18	347	339	8	175	169	.....	58	361	214	16	20	10	9
Massachusetts	7	7	300	300	.....	300	.....	.....	131	1,573	1,515	25	27	6	67
Michigan	9	21	773	489	284	250	275	.....	104	765	371	95	201	85	16
Minnesota	5	1	497	337	160	109	69	110	53	170	90	9	33	15	2	
Mississippi	4	10	528	501	27	105	111	.....	24	283	188	3	7	1	16
Missouri	16	46	a1,471	887	281	330	401	40	154	720	291	44	45	60	22	
Nebraska	4	6	384	214	170	110	100	.....	21	94	26	8	9	10	.....
Nevada	1	1	32	18	14	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
New Hampshire	1	.....	.....	.....	.....	.....	.....	.....	20	315	246	.....	69	.....	.....
New Jersey	4	.....	.....	.....	.....	.....	.....	.....	62	769	546	.....	124	.....	45
New York	26	88	2,895	2,393	502	849	357	.....	471	3,150	1,648	305	825	195	44
North Carolina	8	9	465	366	99	206	85	.....	44	474	280	.....	94	.....	1
Ohio	32	76	a3,246	2,209	913	949	759	231	292	2,662	61,009	123	299	194	23	
Oregon	6	8	559	299	260	136	114	.....	24	311	90	58	75	88	2
Pennsylvania	27	42	a1,865	1,309	391	633	329	4	293	1,984	1,246	117	392	86	79	
Rhode Island	1	.....	0	0	0	0	0	.....	17	235	.....	.....	.....	.....	.....
South Carolina	6	4	221	221	.....	96	78	.....	42	354	209	.....	72	.....	.....
Tennessee	21	43	1,634	1,271	363	375	344	.....	133	1,219	450	48	297	52	15
Texas	10	27	a921	446	275	151	246	.....	58	724	194	16	18	4	4
Vermont	3	.....	.....	.....	.....	.....	.....	.....	26	186	162	9	13	2	.....
Virginia	7	3	75	75	.....	43	13	.....	74	891	164	.....	.....	.....	1
West Virginia	3	3	113	107	6	57	56	.....	33	166	93	.....	38	.....	1
Wisconsin	9	24	a911	625	81	363	433	79	81	720	352	50	148	84	4	
Dist. of Columbia	4	9	260	253	7	132	.....	.....	43	156	105	.....	10	.....	.....
Utah	1	3	188	103	85	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Washington	1	1	50	50	.....	20	.....	.....	4	.....	.....	.....	.....	.....	.....
Total	351	675	a28,499	19,862	7,265	8,275	6,985	1,634	3,323	26,590	13,437	1,624	3,854	1,433	611	

a Sex not reported in all cases.

SUPERIOR INSTRUCTION.

XCIX

universities and colleges—Continued.

Volumes in libraries.			Property, income, &c.					
Number in college libraries.	Increase in the last collegiate year.	Number in society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.
13,750	220	5,600	\$480,000	\$312,000	\$24,600	\$10,000		
865			42,000	19,000	1,850	5,600		
45,904	1,834	8,480	1,423,000	862,000	10,900	108,459		
			130,000		8,000		\$7,500	
125,003	970	20,000	556,384	638,057	30,318	68,008		
6,000	50	3,000	75,000	83,000	4,980	600	0	
30,200	1,375	11,300	620,000	467,202	35,935	23,250	13,000	\$2,000
97,725	1,100	17,250	2,568,000	2,022,000	114,887	91,609		23,000
53,428	1,146	12,432	1,002,500	847,412	54,200	20,100	23,000	22,000
38,390	2,312	8,347	923,000	624,642	55,067	36,274	11,864	10,000
18,230	1,350	1,480	544,000	46,000	3,913	19,080	26,275	12,000
36,001	1,211	13,500	806,000	746,000	46,834	38,349	240	10,000
5,025	300	1,500	185,000					
36,200	968	15,900	505,000	560,000	35,400	20,734		118,000
25,146	2,341	4,400	200,500	3,027,570	181,734	6,590	32,265	600
250,491	3,711	17,018	1,200,000	4,307,491	275,549	206,107	1,028	246,000
43,000	1,172	3,750	1,123,000	438,528	80,963	6,162		120,000
18,608	3,062	1,210	286,136	437,260	26,821	5,026	19,000	5,000
8,877	659	4,000	547,405	55,000	1,850	3,730	34,321	
71,350	2,140	11,400	1,229,000	722,000	128,607	83,705		63,200
2,750	250	200	220,000	20,000		5,700	20,000	200
54,835			100,000	450,000	25,000	21,400	1,000	100,000
57,300	2,000	24,980	1,420,000	1,313,667	79,003	48,608	6,960	90,600
237,184	6,452	15,700	6,589,848	3,725,281	448,080	341,374	150,564	320,077
22,500	125	34,700	512,000	168,800	10,040	21,980	7,500	
227,074	3,410	40,375	2,724,716	1,681,458	168,500	80,521	23,000	261,274
3,100	55	1,875	263,000	121,782	10,900	8,038	5,000	40,000
138,790	9,731	74,306	4,254,500	1,593,000	118,870	142,530		122,000
50,000	450			632,527	40,364	27,881		64,225
43,000	50	7,700	722,000	486,000	39,200	4,000	42,100	55,000
34,037	728	9,750	1,337,500	1,193,300	76,818	41,502		37,670
11,085	1,150	4,525	342,000	65,000	2,200	34,000		
34,700	1,728		369,100	205,250	14,413	5,100		12,000
73,000	600	19,200	1,425,562	364,700	24,222	49,901	30,000	94,000
8,090	310	3,500	290,000	147,000	9,800	4,496	12,000	
41,728	2,085	6,050	913,250	725,000	54,767	75,922	42,300	7,500
44,000	1,250	3,000	760,000	140,000	4,310	10,236		4,000
2,597						2,500	5,000	
500	50							
2,012,951	56,423	406,428	36,689,401	29,247,927	2,257,904	1,680,122	513,977	1,841,546

b Also 505 sex not given.

C REPORT OF THE COMMISSIONER OF EDUCATION.

Statistical summary of number of students in institutions for superior instruction (not including students in preparatory departments).

States and Territories.	Number of students in colleges.	Number of students in schools of science.	Number of students in schools for the superior instruction of women.	Total number of students reported in these institutions.
Alabama.....	390	167	752	1,309
Arkansas.....	100	90	.....	190
California.....	807	202	317	1,416
Colorado.....	8	16	.....	19
Connecticut.....	921	230	180	1,331
Delaware.....	37	.....	37	74
Florida.....	.....	.....	0	.....
Georgia.....	458	198	967	1,623
Illinois.....	1,738	233	872	2,843
Indiana.....	1,545	18	119	1,682
Iowa.....	1,042	302	200	1,544
Kansas.....	176	140	34	350
Kentucky.....	893	110	1,382	2,385
Louisiana.....	52	.....	180	232
Maine.....	376	118	313	807
Maryland.....	310	406	370	1,086
Massachusetts.....	1,640	564	1,026	3,230
Michigan.....	781	154	120	1,055
Minnesota.....	172	.....	153	325
Mississippi.....	299	.....	469	768
Missouri.....	742	86	805	1,633
Nebraska.....	94	13	.....	107
New Hampshire.....	315	101	294	710
New Jersey.....	814	189	421	1,424
New York.....	3,194	1,480	1,802	6,476
North Carolina.....	475	76	809	1,360
Ohio.....	2,685	149	961	3,795
Oregon.....	313	49	81	443
Pennsylvania.....	2,063	982	872	3,917
Rhode Island.....	235	43	.....	278
South Carolina.....	354	37	218	609
Tennessee.....	1,234	.....	1,502	2,736
Texas.....	728	331	555	1,614
Vermont.....	186	19	147	352
Virginia.....	892	394	881	2,167
West Virginia.....	167	44	120	331
Wisconsin.....	724	9	302	1,035
District of Columbia.....	156	.....	.....	156
Total.....	27,201	6,950	17,061	51,212

SUPERIOR INSTRUCTION.

CI

Summary of college entrance examinations in 1877.

Name.	Location.	Total number of candidates.	Number admitted.					Number rejected for deficiency in—				
			Without conditions.	Conditioned in—				Latin.	Greek.	Mathematics.	History and geography.	Two or more subjects of examination.
				Latin.	Greek.	Mathematics.	History and geography.					
Trinity College	Hartford, Conn.	47	9	19	18	26	a24	2	2	3	a1	3
Wesleyan University	Middletown, Conn. ..	62	4	29	36	52	11	.....	.....	.....	.....	2
Illinois Wesleyan University	Bloomington, Ill.	75	50	0	0	0	0	.....	.....	.....	.....	25
Carthage College	Carthage, Ill.	85	75	5	3	4	0	2	0	0	0	3
Indiana University	Bloomington, Ind.	58	53	5	0	5	b3	0	0	0	0	0
Concordia College	Fort Wayne, Ind.	40	35	4	.....	.....	1	.....	.....	.....	.....	3
Franklin College	Franklin, Ind.	9	4	.....	4	1	.....	.....	.....	.....	.....	.....
Earlham College	Richmond, Ind.	17	9	8	(c)	3	b4	4	(c)	1	d3	4
Parsons College	Fairfield, Iowa	18	9	4	0	3	1	2	0	0	1	1
Cornell College	Mt. Vernon, Iowa ..	55	27	.....	.....	.....	.....	.....	.....	.....	.....	.....
Central University of Iowa	Pella, Iowa	18	16	.....	2	.....	.....	4	6	.....	.....	4
Lane University	Leecompton, Kans.	21	0	21	1	21	21	0	0	0	0	0
Centre College	Danville, Ky.	44	34	3	7	4	0	.....	.....	.....	.....	.....
Concord College	New Liberty, Ky.	67	25	2	.....	28	12	.....	.....	4	6	.....
Jefferson College, St. Mary's	St. James Parish, La. .	37	.....	(15)	.....	.....	22	.....	.....	.....	.....	.....
Bowdoin College	Brunswick, Me.	64	20	7	17	13	.....	1	1	1	.....	5
St. John's College	Annapolis, Md.	25	.....	2	7	.....	.....	.....	.....	.....	.....	.....
Loyola College	Baltimore, Md.	104	.....	(64)	.....	.....	.....	0	0	0	0	0
Amherst College	Amherst, Mass.	112	26	39	32	45	51	.....	.....	.....	.....	5
Tufts College	College Hill, Mass.	23	5	10	6	7	6	0	0	0	0	0
Kalamazoo College	Kalamazoo, Mich.	8	2	1	3	1	.....	.....	.....	.....	.....	.....
Carleton College	Northfield, Minn.	18	5	6	6	6	3	0	0	0	0	0
Washington University	St. Louis, Mo.	9	3	1	1	4	0	0	0	0	0	0
Duane College	Crete, Nebr.	6	2	2	2	.....	.....	.....	.....	.....	.....	.....
Rutgers College	New Brunswick, N. J.	59	24	2	11	21	6	f1	f1	f1	f1	f1
College of New Jersey	Princeton, N. J.	177	69	47	37	50	17	16	14	17	11	20
St. Stephen's College	Annandale, N. Y.	20	15	3	4	3	0	0	0	0	0	0
Brooklyn Collegiate and Polytechnic Institute	Brooklyn, N. Y.	79	28	14	0	12	3	3	0	12	8	10
St. Lawrence University	Canton, N. Y.	19	12	1	2	5	2	0	0	2	0	2
Hobart College	Geneva, N. Y.	16	9	3	6	3	0	0	1	0	0	1
Madison University	Hamilton, N. Y.	24	14	3	2	8	.....	4	4	4	.....	4
College of St. Francis Xavier	New York, N. Y.	65	38	1	2	5	.....	10	9	.....	.....	10
Columbia College	New York, N. Y.	100	23	34	27	44	12	.....	.....	.....	.....	.....
University of Rochester	Rochester, N. Y.	36	28	4	3	4	8	.....	.....	.....	.....	.....
Union College	Schenectady, N. Y.	g66	29	12	14	26	0	.....	.....	.....	.....	.....
University of North Carolina	Chapel Hill, N. C.	90	75	11	3	.....	16	.....	.....	.....	.....	.....
North Carolina College	Mt. Pleasant, N. C.	4	0	0	2	4	2	0	0	0	0	.....
Wake Forest College	Wake Forest, N. C.	h40	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Bochtel College	Akron, Ohio	18	10	5	0	3	0	0	0	0	0	0
Baldwin University	Berea, Ohio	35	25	4	3	3	1	5	3	2	2	4
Hebrew Union College	Cincinnati, Ohio.	12	10	.....	.....	.....	.....	.....	.....	.....	.....	.....

a In English, history, and geography. b Conditioned in history. c Not required. d For deficiency in history. e Includes those admitted to "commercial course." f Number deficient; no student was rejected for a single deficiency. g Number admitted. h 34 of these were admitted.

CH **REPORT OF THE COMMISSIONER OF EDUCATION.**

Summary of college entrance examinations in 1877—Continued.

Name.	Location.	Total number of candidates.	Number admitted.				Number rejected for deficiency in—				
			Without conditions.	Conditioned in—				Latin.	Greek.	Mathematics.	History and geography. Two or more subjects of examination.
				Latin.	Greek.	Mathematics.	History and geography.				
St. Xavier College	Cincinnati, Ohio	285	271	.....	.....	.....	.....	.....	.....	.....	.....
Kenyon College	Gambier, Ohio	17	2	3	4	11	8	4	4	4	4
Denison University	Granville, Ohio	20	17	.....	2	1	.....	.....	.....	.....	.....
Marietta College	Marietta, Ohio	21	10	1	6	7	0	0	0	0	0
Urbana University	Urbana, Ohio	9	3	3	6	1	0	.....	.....	.....	.....
Wilmington College	Wilmington, Ohio ..	100	97	3	.....	.....	.....	.....	.....	.....	.....
Ursinus College	Freeland, Pa	10	10	.....	.....	.....	.....	.....	.....	.....	.....
Pennsylvania College	Gettysburg, Pa	27	12	5	8	6	2	.....	.....	.....	2
Haverford College	Haverford College, Pa	32	24	5	1	2	2	2	3	2	3
Merceersburg College	Merceersburg, Pa	8	6	1	2	0	0	1	2	0	0
Westminster College	New Wilmington, Pa	42	24	11	15	6	2	1	1	1	1
Western University of Pennsylvania.	Pittsburgh, Pa	27	5	0	0	12	10	1	0	3	6
Augustinian College of St. Thomas of Villanova.	Villanova, Pa	50	.....	35	15	40	40	.....	.....	.....	.....
Brown University	Providence, R. I.	66	17	26	11	16	.....	2	3	5	4
College of Charleston	Charleston, S. C	19	6	.....	6	6	.....	.....	.....	.....	.....
Erskine College	Due West, S. C	35	28	2	3	2	1	3	3	3	3
East Tennessee University.	Knoxville, Tenn .....	.....	72	2	2	12	9	.....	.....	.....	.....
Bethel College	McKenzie, Tenn	112	33	.....	.....	.....	.....	.....	.....	.....	.....
Maryville College	Maryville, Tenn	5	1	0	1	0	0	0	0	0	0
Christian Brothers' College.	Memphis, Tenn	25	7	15	10	17	18	10	12	8	4
Mosheim Institute	Mosheim, Tenn	135	.....	10	10	15	4	0	0	0	0
Fisk University	Nashville, Tenn	9	7	1	1	1	2	1	1	1	1
Greeneville and Tusculum College.	Tusculum, Tenn	80	60	4	3	10	3	1	0	3	3
Southwestern University ..	Georgetown, Tex	26	0	10	14	26	26	63	65	64	0
Baylor University	Independence, Tex ..	45	20	15	5	4	1	.....	.....	.....	.....
University of Vermont and State Agricultural College.	Burlington, Vt	29	11	4	6	3	5	2	2	2	3
Middlebury College	Middlebury, Vt	20	12	2	6	4	0	3	3	1	5
Norwich University	Northfield, Vt	12	10	0	0	0	0	0	0	2	2
Lawrence University	Appleton, Wis	29	2	10	3	7	3	4	2	2	2
Beloit College	Beloit, Wis	23	7	3	9	10	8	.....	.....	.....	.....
University of Wisconsin ..	Madison, Wis	95	70	6	4	6	3	.....	10	.....	8
Ripon College	Ripon, Wis	12	6	1	.....	8	2	.....	1	.....	.....
Howard University	Washington, D. C	8	6	1	0	1	.....	.....	.....	.....	.....
National Deaf-Mute College	Washington, D. C	9	1	4	.....	6	.....	.....	.....	.....	.....
			(79)								
Total .....	.....	3,324	1,679	495	415	654	375	92	83	99	174

a 3 conditioned in German and 4 in French.

b Became students in the preparatory school.

showing th



SUPERIOR INSTRUCTION.

CHH

Statistical summary of students in classical and scientific preparatory courses.

States and Territories.	Number preparing for classical course in college.			Number preparing for scientific course in college.				Total reported.
	In academies (Table VI).	In preparatory schools (Table VII).	In universities and colleges (Table IX).	In academies (Table VI).	In preparatory schools (Table VII).	In universities and colleges (Table IX).	In preparatory departments of scientific schools (Table X).	
Alabama.....	34		25	4		10	53	126
Arkansas.....	8		63	10		28	160	209
California.....	107	44	140	114	67	437		900
Colorado.....	2	4	30			10	14	60
Connecticut.....	160	363	0	45	107	0	0	675
Delaware.....	84			39				123
Florida.....	49			25				74
Georgia.....	484		65	212		8	199	968
Illinois.....	62	76	958	55	57	1,037	121	2,366
Indiana.....	20	40	437	38		448	49	1,032
Iowa.....	209	20	618	112		662		1,621
Kansas.....			309			237		546
Kentucky.....	333		241	142		169		885
Louisiana.....	39			22				61
Maine.....	175	271		58	8			512
Maryland.....	116	14	175	24	2	169	13	513
Massachusetts.....	176	1,231	300	17	180		45	1,940
Michigan.....	9		250	3		275		537
Minnesota.....	54		109	32		69		264
Mississippi.....	56		105	19		111	17	308
Missouri.....	45		330	30		401	26	832
Nebraska.....			110			100		210
New Hampshire.....	169	421		33	20			643
New Jersey.....	262	49		74	29		34	448
New York.....	1,526	621	849	699	205	357		4,257
North Carolina.....	218		206	76		85		585
Ohio.....	235	347	949	110	68	759		2,468
Oregon.....	55		136	69		114		374
Pennsylvania.....	380	175	633	158	77	329	828	2,580
Rhode Island.....	15	174	0		30	0		219
South Carolina.....	67	36	96	10	12	78		299
Tennessee.....	358	20	375	196	30	344		1,323
Texas.....	85	10	151	32	15	246		539
Vermont.....	311	9		72				392
Virginia.....	116	159	43	58	22	13		411
West Virginia.....			57			56	50	163
Wisconsin.....	25	176	363	11	60	433		1,068
District of Columbia.....	20		132	12				164
Indian Territory.....	3							3
New Mexico.....								
Utah.....	23			0				23
Washington.....			20					20
Total.....	6,090	4,260	8,275	2,611	989	6,985	1,000	30,819

STATEMENT RESPECTING AMERICAN COLLEGES.

Several foreign ministers who represent their countries in Washington have applied to me for information on various topics connected with American colleges, such as their courses of study and the degrees conferred by them. I have caused several copies of the following statement to be made for their use; but finding that the matter is of general interest, I publish it in this report.

COLLEGE NOMENCLATURE.

By the term "superior instruction" educators in the United States somewhat vaguely describe all grades of instruction above that given in high schools, academies, normal schools, and commercial schools. The nomenclature of institutions of learning here is quite perplexing to foreigners, and even to many natives. This arises from several causes, of which the two most important will be mentioned. These are, first, the different meanings assigned to the words "college," "university," "seminary," &c., by the various nations from which the people of the United States descend; and, secondly, the different ways in which institutions of learning are incorporated in the several States. A few instances will show what is meant.

In Pennsylvania, the Girard College is really a school for orphans, whom it apprentices at a specified age. In Connecticut, Yale College, having an extensive and varied course in the classics, mathematics, and the moral, mental, and political sciences, has also schools for superior instruction in technology, fine arts, law, medicine, and divinity, yet it does not possess any university title, although it is one of the very best of American universities. Again, Harvard College, the oldest in America, is the nucleus of Harvard University, which, in addition to the college proper, consists of schools of technology, divinity, law, medicine, dentistry, and agriculture, besides having a fine astronomical observatory, a botanical garden and herbarium, a very large library, and two museums, one of American archæology and ethnology and the other of comparative zoölogy. The College of Physicians and Surgeons in Philadelphia is a society of resident medical men, chartered for certain specified purposes, but not intended as an educational institution. Again, the Board of Regents of the University of the State of New York is a corporation supervising all the chartered colleges, universities, law schools, and medical schools, and nearly all the academies and academic departments of union schools in the State; but, as an educational corporation, it has not a single professor, teacher, or student. On the other hand, many so called "universities" have only classical and scientific departments or courses; some have only the classical department; some, especially in the South and West, combine work usually done in schools for secondary instruction with their collegiate work. This will be further alluded to.

It will be observed, therefore, that the nomenclature of institutions for superior instruction in this country does not by any means indicate with certainty the character of the instruction given in them, but only that they profess to instruct in one or more of the numerous subjects which by common consent are classed together under the name of "superior instruction."

CHARACTER OF COLLEGIATE INSTRUCTION.

Collegiate instruction may be divided generally into two kinds, which have in common many studies: one of these is composed, to a great extent, of instruction in Latin and Greek; the other devotes more attention to mathematics and natural sciences. The courses are generally four years in length, and they are called classical and scientific.

Religious connection of the colleges.—Another peculiarity of schools for collegiate instruction here is the influence which the different religious denominations have in their foundation and support. Unlike the Protestant communities in Northern Germany, Holland, and England—which had great monastic foundations, buildings, and funds *that could be directed to the training of clergymen for the new religious beliefs of*

those countries—the colonists in America were forced, out of their own narrow means to establish schools, colleges, and seminaries for the preparation of their clergy and teachers or else to import these from the Old World; other religious motives and causes have continued to produce the same effect. No religious sect, however numerically small, is satisfied till it has the control of some college where its spiritual teachers and the chief men of its laity can be educated in the principles and practices of its belief. Consequently we find that the greater number of American colleges have a decidedly denominational connection of one kind or another. There is, however, an increasing number that, remaining religious in spirit, have outgrown special sectarian limitations. Of course, too, the intellectual, moral, and social standard of the college varies in like manner with the intellectual, moral, and social condition of the American communion to which it owes allegiance.

State colleges.—In addition to the colleges above mentioned, several American States have established colleges and universities not sectarian in their character, but supported partly or wholly from public funds. These funds originally were derived from the sale or lease of the “university lands” given to the newer States on their admission into the Union.

Still other institutions of this kind have been founded by the benevolence of private citizens. Their positions depend much on the rules imposed by their founders.

Women in colleges and universities.—About one-half of the universities and colleges established for the instruction of young men also admit the other sex. In addition to these there is a large number of institutions which devote themselves to the higher instruction of young women only. In most of the mixed colleges a special “ladies’ course” is established, and in general the standard of qualification necessary to obtain a diploma is lower for women than for men. In a few cases, however, the curriculum is superior in extent and variety to that of many so called colleges for the instruction of young men. The subject of mixed instruction has excited great discussion and has brought out the most contrary opinions, but it is quite impossible in this short statement to do more than note the fact.

Colleges for colored persons.—Race prejudice was so strong in some parts of the United States that the friends of the colored people found it advisable and necessary, even before the late war, to establish schools and a college for their special instruction. This feeling of prejudice is disappearing. It is much to the credit of some of the best colleges in America that they deny their privileges to no one on account of race; among these may be mentioned Dartmouth, Yale, and Harvard.

The deaf-mute college.—Even the deaf-mute are provided with facilities for higher culture. At the national capital a college for deaf-mutes has been in successful operation for several years. It gives an excellent education in classics, mathematics, science, philosophy, physics, and natural history, and its graduates are eagerly sought for as teachers in other institutions for the deaf-mute.

PROFESSIONAL INSTRUCTION.

The subjects usually considered in this country matters for professional instruction are theology, law, medicine and surgery, dentistry and pharmacy, engineering, naval and military science, and the like. Most of the schools for teaching these subjects are connected with colleges, but generally the connection is one of a corporate character only. For instance, Harvard College is at Cambridge, but the medical and dental schools of Harvard University are in Boston, and the agricultural school is at Jamaica Plain. The medical and law schools of the University of Georgetown are in Washington.

Normal (or pedagogic) training in this country has been confined to the training of teachers for elementary and secondary schools. It is not, therefore, considered a branch of superior instruction; though several colleges have normal departments or courses of instruction in which teachers for the lower grades are instructed. In the same way, commercial schools are not considered a part of superior instruction, although many so called colleges give instruction of this kind. Quite recently, however, a few

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colleges have instituted professorships of pedagogy, respecting which allusion is made elsewhere in this report.

United States military and naval schools.—The only schools teaching military and naval science under the protection of the National Government are the Military and Naval Academies at West Point, N. Y., and Annapolis, Md., respectively. From the graduates of these schools, officers of the line and staff in both services are generally selected.

Medical officers of the Government.—Medical officers of the Army, Navy, Marine Corps, Marine Hospital Service, and Revenue Marine Service are selected by competitive examination after due public notice.

The quarantine service is not yet under Federal control; but strong efforts have been made to work a change in this respect.

State military academies.—Several of the States have chartered military schools; in these, mathematics, engineering, French, German, military tactics, and drill are taught, often exceedingly well. Instruction in tactics is also given at several other institutions, among which may be mentioned the colleges of agriculture and the mechanic arts which have been established under the provisions of the act of Congress approved July 2, 1862, and the several acts amendatory thereof.

COLLEGES OF AGRICULTURE AND THE MECHANIC ARTS.

The act of July 2, 1862, granted to each State of the Union, out of the public domain, 30,000 acres of land (or land scrip for an equivalent amount) for each Senator and Representative then in Congress from the State.¹ The State must use the money derived from sale thereof in "endowing, supporting, and maintaining at least one college where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts in such a manner as the Legislatures of the States may respectively prescribe."—(Section 4 of the act of July 2, 1862.)

It will be observed here once more that the Federal Government avoids interference with local rule. It charters institutions of learning only in the District of Columbia. Elsewhere, institutions of learning are chartered by territorial or State Legislatures or under the provision of general State laws.

INDEPENDENCE OF THE AMERICAN COLLEGE.

American colleges and professional schools, even when endowed from public funds, are not much under public control or supervision. After receiving their charters—which usually authorize them to have a corporate seal, to hold real and personal property, to teach and charge fees therefor, and to confer appropriate degrees—there is not much connection between them and the States. The State of New York is an exception to this general usage. All academies chartered by the State and all colleges and professional schools (excepting schools of theology) are parts of the general corporation known as "The University of the State of New York," which has been mentioned already. Detailed information respecting American colleges and professional schools will be found throughout the annual reports of this Office, but more particularly in the statistical tables of the appendix.

DEGREES IN COURSE.

When students have pursued the course of study laid down by the authorities of a college or professional school, and have passed such examinations and paid such fees as are prescribed, they are given diplomas which certify that they have so studied and that the corporation has granted them a degree; this is called a degree *in course*. The usual degrees in course on graduation in this country are as follows:

Collegiate.—Classical, A. B., bachelor of arts; scientific, B. S., bachelor of science.

Professional.—Theology, B. D., bachelor of divinity; medicine, M. D., doctor of med-

¹For example, Delaware had two Senators and one Representative in Congress; Delaware therefore received 90,000 acres (land scrip).

icine; dentistry, D. D. S., doctor of dental surgery; pharmacy, PH. G., graduate in pharmacy; law, LL. B., bachelor of laws.

The great improvement and extension of scientific and polytechnic instruction during the past fifteen years have made it advisable to give degrees in course at graduation in civil engineering (C. E.), agriculture (B. AGR.), mining engineering (M. E.), architecture (B. ARCH.), and other branches.

Usually a degree in course called master of arts (A. M.) is conferred three years after graduation on bachelors of arts who are engaged in literary or professional pursuits and who pay to their college a fee prescribed by its regulations. There are exceptions to this rule. The University of Virginia never gave this degree except to persons studying and passing examinations in certain specified branches. Harvard Yale, and some other colleges have discontinued the practice.

The degree of bachelor of divinity is not conferred by most of the theological schools. Thus, in 1875, this degree was conferred on only 158 graduates, while the theological seminaries graduated about 400 other students who were undoubtedly equal in literary and professional attainments and in fitness for the pastoral office to those who received that degree.

In the same year 26 schools of law conferred the degree of bachelor of laws (LL. B.) on 841 graduates. It may be said with truth that at least as many more persons must have been admitted to practice by the various State courts without attending law schools or taking degrees.¹

The degree of doctor of medicine (M. D.) in course was conferred in 1875 by 61 schools of medicine, the number of such degrees conferred being about 2,300. There can be no doubt that others in various ways² entered the medical profession during the same year without a diploma. Less than four hundred degrees in course were conferred on graduates in dentistry and pharmacy.

It will be seen from the above facts that the ranks of the professions in this country are not filled exclusively by graduates from institutions for superior or professional instruction. The community, however, is beginning to look with disfavor on those who enter the professions without previous thorough preparation, and it may be said with confidence that in the course of time few will be found in the professions who are not graduates.

HONORARY DEGREES.

American colleges are much in the habit of giving honorary degrees. This practice, copied from the two great English universities, has been carried on without due discrimination. It is confined almost entirely to the colleges proper; no school of theology during the year 1875 gave any honorary doctorate of divinity; no school of law conferred any honorary doctorate of law; only 5 honorary doctorates of medicine were conferred by the medical schools. The colleges gave honorary doctorates as follows: 138 in divinity, D. D.; 2 in medicine, M. D.; 68 in law, LL. D.; 19 in philosophy, PH. D.; and 4 in music, MUS. D. They also conferred 130 honorary masterships of arts. It is true that most of these degrees were conferred on men who had graduated from college and that most of the recipients were professional men, but the practice is one very liable to abuse and is discountenanced now by some of the leading schools.

Owing to the facility with which charters can be obtained from most State legislatures, it is quite easy for unscrupulous and designing men to be incorporators of a "college" or "university;" or they can become the possessors by purchase of the charter of some decaying corporation with a sounding name. When a charter is secured by either of these methods an imposing series of diplomas certifying to the conferring of various degrees is prepared; advertisements are published which inform the public that for a specified sum of money and the presentation of a satisfactory thesis the applicant will be given the degree he desires. The thesis is unimportant; the fee is the principal reason for conferring the distinction. Many foreigners have obtained degrees from such schools, to the scandal and disgrace of our country. It may be set

¹ Admission to the bar is a matter entirely in the hands of the courts.

² Sometimes without any authority; sometimes by license of medical societies.

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down as an invariable rule that any "college" or "university" or professional school which grants degrees in absentia on the payment of certain "fees" is a fraud. Fortunately the number of such institutions is not large.

FREE SCHOLARSHIPS.

In many colleges, and in nearly all schools of theology, there are scholarships obtainable under certain conditions, so that poor students can receive help from the income thereof; but scholarships in medical schools and law schools are almost unknown.

CONDITIONS OF ADMISSION.

As the colleges are quite independent of the State in their management, so they are also as regards conditions of admission to their curriculum (except in the State of New York); generally, however, students desiring to pursue a classical course of instruction are required to prepare themselves for it by studying some of the easier Latin and Greek authors, the English branches, arithmetic, geometry, and some algebra; but these requirements vary much.

APPOINTMENT OF PROFESSORS.

Professors are usually selected by the board of trustees of the college they serve. The State has very little to do with their selection or the payment of their salaries. In sectarian colleges the professors are usually selected from the educated men of the denomination; and the desire that these institutions should supply facilities for superior instruction as extensive as those afforded by rival colleges produces a healthy competition. By this means the requirements of the curriculum are continually improving. An additional motive for improvement is the high standard maintained by non-sectarian colleges.

Professors in professional schools are generally selected on account of their published writings or the reputation acquired in their professional career. In theological schools they of course belong to the religious denomination for which the seminary is founded.

GENERAL REMARKS.

From the foregoing remarks the reader will observe that the American university, when fully developed, differs from the German or the English university. The English universities at Oxford and Cambridge are substantially several colleges for instruction in classics, logics, mathematics, and mental and moral science, professional instruction being given almost entirely in London and other large cities of Great Britain. The German university leaves the care of ordinary instruction in classics, mathematics, and similar studies to the Gymnasien, Realschulen, &c. It teaches by means of lectures, and confines itself to a very high character of instruction in philology, philosophy, mathematics, law, medicine, and divinity.

CONDITION OF SUPERIOR INSTRUCTION.

The present condition of superior instruction in this country is, on the whole, encouraging to all lovers of sound learning and solid culture. Institutions of long establishment are broadening and deepening their plans; institutions of recent foundation are pushing into the field untrammelled by tradition and full of the spirit of the age with which they are solely identified.

Boston University.—Prominent in the highest grade among the later institutions stands Boston University, rich in endowment, imbued with advanced ideas of impartial and universal education, brought into closest competition with older institutions, and able, by virtue of the conditions which have called it into existence, to combine exact scholarship and severe tests with elastic methods and eclectic courses—it is unquestionably destined to exercise a determining influence in the new methods of education which the time demands and for which it is expectantly waiting.

The position of Boston University with reference to the department of theology

acquires peculiar importance from the educational policy adopted in State establishments. In the endeavor to preserve that perfect religious impartiality harmonizing with the principle of our constitution, these institutions have made no attempt to give instruction in theology.

Universities of private origin are free from the conditions that limit State action, and the University of Boston congratulates itself that "it stands for all sciences and not for a part of them."

The Johns Hopkins University.—As the founder of the Johns Hopkins University gave no limitation to the interpretation of the word, the trustees after ample counsel and reflection developed an organization which corresponds more nearly to the German university than any other American college.

The increasing attendance of American students upon the lectures of the German universities, the enrolment of graduate students at Harvard and other of our institutions, and the need of advanced instruction for students looking to professors' chairs led the trustees to determine that the first object of their care should be "the philosophical faculty of a university," to give superior instruction in mathematics, science, and the languages. The academic staff consists, at present, of the president and six professors, including graduates of the universities of London, Oxford, Cambridge, and Göttingen, of American colleges, of a medical school, and of a technical school—men who to the highest scholastic honors have added large and varied experience in practical affairs—while the associate instructors, lecturers, and fellows represent a still wider circle of institutions, thus centring in the university at the outset influences the most vigorous and stimulating.

Recognizing the responsible relation of a university to the antecedent grades, the trustees have made arrangements for the reception of graduates of the Baltimore City College and of private schools of the city, and courses of study leading to the baccalaureate degree have been marked out for such schools. This is necessarily a measure of local application, but the pervading spirit of the university is comprehensive, liberal, and national. For the second year 104 students were registered, as follows: 20 fellows, 38 other graduates, 24 matriculates, and 22 special. The traditional class system is here abandoned, each student upon entering being assigned to a member of the faculty, who acts as his official adviser with reference to his studies. All advancement is determined by rigid tests, and the examinations for the degrees conferred, namely, A. B., PH. B., A. M., and PH. D., are thorough and impartial.

The library of the university is being gathered with reference to its special needs. The relation between the Peabody Institute and the university relieves the latter from the necessity of establishing a general library upon a liberal scale, while at the same time securing to the students the invaluable facilities of a large, well chosen, and constantly increasing library and a comprehensive series of scientific journals and transactions, purchased with reference to the wants of students. It will be especially in the power of the university to advance science by stimulating original investigation and research, and publishing the results to the criticism of the world. The earnest of its purpose in this direction is the activity of the three scientific laboratories, physical, biological, and chemical, and the list of books and papers published by resident members of the university during the last two years.

The influence of the university is not confined to its resident members: its liberal spirit and its power of wide adaptation are illustrated in such special efforts as the "teachers' class in physiology" and the afternoon public lectures. The latter effort has been maintained from year to year with increasing success. It reacts to the benefit of the university by arousing the interest of the best people and by inciting young men to prepare for the large opportunities of which a glimpse is thus afforded.

Vanderbilt University.—The want of additional means of higher education in the South and Southwest led several conferences of the Methodist Episcopal Church South, between the years 1871 and 1873, to take measures for the organization of a university. Their efforts excited the interest of Cornelius Vanderbilt, who, on the

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27th of March, 1873, made a donation of \$500,000 to the enterprise, which amount he subsequently doubled. As the result of this generous gift, Vanderbilt University was established in Nashville, Tenn., October, 1875.

The university is organized with four distinct departments, as follows: The department of philosophy, science, and literature, and the biblical, law, and medical departments. The courses are eclectic, allowing the student the privilege of pursuing those studies which are suited to his special taste, previous preparation, or proposed business in life.

As a temporary substitute for the lack of efficient preparatory schools, a preparatory collegiate department has been established in connection with the university, whose students will be under the same government and enjoy the same privileges.

The facilities for instruction and investigation in the different scientific schools include the full appointments of physical, astronomical, and chemical laboratories, and a museum of natural history and mineralogy.

It is purposed to so arrange the university curriculum that a student of ordinary ability may obtain the degree of bachelor of arts in four years and that of master of arts in five. Graduate students may reside at the university for any length of time, and be entitled to the advice and assistance of the professors and to the use of the university library and to examination for higher degrees. A judicious system of scholarships and fellowships is designed to extend the influence of the university.

Drury College.—Peculiar interest attaches to all movements for superior education in the far West, because of the important part they must assume in maintaining the intellectual life of our own people constantly moving toward the setting sun, and in moulding into the spirit of our civilization and institutions the foreign emigrants that pour into our new lands.

Drury College, Springfield, Mo., a coeducational institution under Congregational auspices, is one of the recent foundations in this field. While designing, as did the first, colleges of our infant colonies, to instruct youth in the sacred Scriptures and the principles of Christianity, it has no organic connection with any religious denomination and allows no effort for the promotion of sectarian interests. It has preparatory and collegiate departments and is anticipating a growing want in its special arrangements for musical and art culture.

Colorado College is favorably situated for the work of education in the West. It occupies a commanding position in that great block of territory comprising Colorado, New Mexico, Utah, and Arizona, exceeding by 50,000 square miles the extent of the thirteen original States. On the south is a mixed population of 10,000 Americans, 20,000 Indians, and 100,000 Mexicans. The dearth of educational facilities in this immense region is scarcely credible. Large and populous villages are wholly destitute of schools, communities with a population of a thousand souls have perhaps two months' schooling in the year, and, even at that, many teachers employed can scarcely read and write. Adverse influences are insidiously working to secure control of educational interests. To the west is polygamy, antagonizing all that is best in American liberty and all that is purest in society.

Colorado College has pushed into the field by establishing schools auxiliary to the college at Santa Fé and Salt Lake City. The work of the college proper is wisely adapted to the wants and the special resources of its section. The college comprehends at present three general courses of study, viz: English and normal course, preparatory classical course, and the college course proper. As it has been made a station of the United States Signal Service, students from the higher classes are formed into a corps for the study of meteorology and for practice in the use of instruments according to the regulations of the Signal Service. The price of tuition has been placed at \$25 a year, with the design of making the college practically free to all.

HEALTH OF COLLEGE STUDENTS.

I present here nearly the whole of Professor Hitchcock's paper on the physical training of the students at Amherst College, Massachusetts. It was read before the American Public Health Association at Chicago, in September, 1871:

Probably the first idea of the department of physical education and hygiene in Amherst College originated in the mind of the late President Stearns. In 1859, in his report to the trustees of the college, when he mentions the death of two members of the senior class as probably hastened, if not actually caused, by a neglect of the laws of health, the whole board of trustees was incited to the immediate erection of a building, the nucleus and beginning of the department.

This building is called the Barrett Gymnasium, in honor of the late Benjamin Barrett, of Northampton, Mass., the largest donor to it. The edifice is of stone, two storied, well lighted and ventilated, and warmed in the cold season. The lower story contains dressing room, bowling alleys, spirometers, lifting and rowing machines, and the apparatus for securing vital statistics. The upper room is 50 by 75 feet, of smooth hard pine floor, with a clear space of 40 by 50 feet. At one end of the hall is to be found much of the heavy apparatus, consisting of the horizontal bar, rack bars, vaulting horse, batule board, spool ropes, peg pole, incline board, perpendicular pole, horizontal, vertical, and inclined ladders, swinging and travelling rings, Indian clubs, lifting weights, and a few other kinds. At the other end are a small platform for the leader of the class exercises and a piano to secure harmony and rhythm during the exercises. Above this platform is a gallery for the spectators of the exercises, of whom there were 3,635 during the year 1876-77, 842 of them being ladies.

The gymnasium is open during all the hours of daylight and may be used by any member of college at his will, save that he may not interfere with the exercise of a class when occupying the floor. No restraints whatever are put upon the students in using the building or its apparatus, save instructions as to the proper and healthy use of the heavy apparatus and impressive caution to the freshmen and newcomers not to use excessively until inured to work and familiarity with the apparatus by a period of training.

The title of the department was proposed by Dr. Nathan Allen, of Lowell, one of the trustees and graduates of the college, of which he has been an early and long tried friend, and the most devoted and faithful guardian to the department, of which he may well be styled the godfather. The duties of the professor of this department were established by the trustees, upon the suggestions of Dr. Allen, as follows: "The duties of this professor shall be: First, to take charge of the gymnasium and give instruction to the students in gymnastics. Second, to take a general oversight of the health of the students and to give such instruction on the subject as may be deemed expedient, according to the general plan stated by the president in his report and under the direction of the faculty, like all the other studies. Third, to teach elocution, so far as it is connected with physical training. Fourth, he shall give lectures from time to time upon hygiene, physical culture, and other topics pertaining to the laws of life and health, including some general knowledge of anatomy and physiology. Fifth, the individual appointed to have charge of this department shall be a thoroughly educated physician, and, like other teachers and professors, shall be a member of the college faculty. It is distinctly understood that the health of the students shall at all times be an object of his special watch, care, and counsel."

At the same time, the faculty believed that the exercises in the gymnasium should be conducted according to the following ideas: "First, the main object shall not be to secure feats of agility and strength, or even powerful muscle, but to keep in good health the whole body. Second, that all the students shall be required to attend on its exercises for half an hour, designated for the purpose, at least four days in the week. Third, the instructor shall assign to each individual such exercises as may be best adapted to him, taking special care to prevent the ambitions from violent action and all extremes, endeavoring to work the whole body and not overwork any part of it. Fourth, that while it may not be expedient to mark the gradation of attainment, as in the intellectual branches, yet regularity, attention, and docility should be carefully noted, so as to have their proper weight in the department column of the student's general position. Fifth, that some time shall be allowed out of study hours for those volunteer exercises which different men, according to their tastes, may elect for recreation, and particularly that the bowling alleys be not given up to promiscuous use, but be allotted at regular hours to those who wish to make use of them: all these volunteer exercises, of whatever kind, to be under the supervision of the gymnasium instructor. Sixth, that the building shall always be closed before dark, that no light shall be used in it, and no smoking or irregularities of any kind shall be allowed in it. Seventh, that the instructor ought to be a member of the faculty, and give in to it his marks and occasional accounts and receive directions as other officers of the college are accustomed to do."

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Probably the first idea of the department of physical education and hygiene in Amherst College originated in the mind of the late President Stearns. In 1859, in his report to the trustees of the college, when he mentions the death of two members of the senior class as probably hastened, if not actually caused, by a neglect of the laws of health, the whole board of trustees was incited to the immediate erection of a building, the nucleus and beginning of the department.

This building is called the Barrett Gymnasium, in honor of the late Benjamin Barrett, of Northampton, Mass., the largest donor to it. The edifice is of stone, two storied, well lighted and ventilated, and warmed in the cold season. The lower story contains dressing room, bowling alleys, spirometers, lifting and rowing machines, and the apparatus for securing vital statistics. The upper room is 50 by 75 feet, of smooth hard pine floor, with a clear space of 40 by 50 feet. At one end of the hall is to be found much of the heavy apparatus, consisting of the horizontal bar, rack bars, vaulting horse, batule board, spool ropes, peg pole, incline board, perpendicular pole, horizontal, vertical, and inclined ladders, swinging and travelling rings, Indian clubs, lifting weights, and a few other kinds. At the other end are a small platform for the leader of the class exercises and a piano to secure harmony and rhythm during the exercises. Above this platform is a gallery for the spectators of the exercises, of whom there were 3,635 during the year 1876-77, 842 of them being ladies.

The gymnasium is open during all the hours of daylight and may be used by any member of college at his will, save that he may not interfere with the exercise of a class when occupying the floor. No restraints whatever are put upon the students in using the building or its apparatus, save instructions as to the proper and healthy use of the heavy apparatus and impressive caution to the freshmen and newcomers not to use excessively until inured to work and familiarity with the apparatus by a period of training.

The title of the department was proposed by Dr. Nathan Allen, of Lowell, one of the trustees and graduates of the college, of which he has been an early and long tried friend, and the most devoted and faithful guardian to the department, of which he may well be styled the godfather. The duties of the professor of this department were established by the trustees, upon the suggestions of Dr. Allen, as follows: "The duties of this professor shall be: First, to take charge of the gymnasium and give instruction to the students in gymnastics. Second, to take a general oversight of the health of the students and to give such instruction on the subject as may be deemed expedient, according to the general plan stated by the president in his report and under the direction of the faculty, like all the other studies. Third, to teach elocution, so far as it is connected with physical training. Fourth, he shall give lectures from time to time upon hygiene, physical culture, and other topics pertaining to the laws of life and health, including some general knowledge of anatomy and physiology. Fifth, the individual appointed to have charge of this department shall be a thoroughly educated physician, and, like other teachers and professors, shall be a member of the college faculty. It is distinctly understood that the health of the students shall at all times be an object of his special watch, care, and counsel."

At the same time, the faculty believed that the exercises in the gymnasium should be conducted according to the following ideas: "First, the main object shall not be to secure feats of agility and strength, or even powerful muscle, but to keep in good health the whole body. Second, that all the students shall be required to attend on its exercises for half an hour, designated for the purpose, at least four days in the week. Third, the instructor shall assign to each individual such exercises as may be best adapted to him, taking special care to prevent the ambitious from violent action and all extremes, endeavoring to work the whole body and not overwork any part of it. Fourth, that while it may not be expedient to mark the gradation of attainment, as in the intellectual branches, yet regularity, attention, and docility should be carefully noted, so as to have their proper weight in the deportment column of the student's general position. Fifth, that some time shall be allowed out of study hours for those volunteer exercises which different men, according to their tastes, may elect for recreation, and particularly that the bowling alleys be not given up to promiscuous use, but be allotted at regular hours to those who wish to make use of them: all these volunteer exercises, of whatever kind, to be under the supervision of the gymnasium instructor. Sixth, that the building shall always be closed before dark, that no light shall be used in it, and no smoking or irregularities of any kind shall be allowed in it. Seventh, that the instructor ought to be a member of the faculty, and give in to it his marks and occasional accounts and receive directions as other officers of the college are accustomed to do."

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The department has now been in operation for seventeen years. During nearly the whole of the first year it was under the direction of Dr. John W. Hooker, son of the late Dr. Worthington Hooker, of New Haven, Conn., who left on account of sickness and soon died. And for the remaining sixteen years it is interesting to observe that, though it has been experimental in the work of college education, yet it has been carried on so nearly according to the plan and views of its originators that to a mere looker-on it might seem as if the work of the department began and ended with the daily exercises of the four classes in the gymnasium. But in this department much of the work is done with individuals and in ways where it is not known or seen by the multitude.

Each of the four classes in college meets the professor for an exercise in the gymnasium of half an hour's length on four days in the week. In this way the student presents himself for a public visit to the professor, and may always have a private interview either before or after the exercise if either desire it. The hours for the exercises are mainly at the beginning and close of the day, as both the most valuable time for exercise and those which best adapt themselves to the college routine. Each class has its own captain and as many other officers as are best adapted to manœuvre and handle the class in its movements. The general method of the conduct of the exercises is military. The required exercise of each man and class is best known as that of light gymnastics, or those bodily exercises performed by a class with one or two pieces of apparatus in the hands, each movement timed to music and all simultaneous and uniform; and the only apparatus successfully used at Amherst is the pair of wooden dumb-bells, weighing less than a pound apiece. The students here have universally preferred the bells to the rings and wands, though these have been thoroughly tried. Each class has its own "exercise" or series of bodily movements with the bells, and these are so managed as to give free, lively, graceful, and vigorous work to the whole muscular system during the time of the exercise. In addition to the bell exercise, marching by the file and flank is considerably practised, and during the cold months running or "double quick" movements. This running is encouraged, that the student may gain the very valuable assistance that it gives to the "wind" by furnishing warm air to the lungs, and a more rapid relief by sweating and greater freedom to the body by the smaller amount of clothing required than if the necessary amount were taken in the cold temperature of out of doors. This exercise varies from fifteen to twenty minutes, and with the temperature from 55° to 60° the student almost always finishes with a moist skin. The remainder of the half hour is occupied in voluntary exercise. Some use the heavy apparatus, about one in eight, or take a longer run; others dance, use clubs, sing, pull rope, toss in the blanket, turn somersaults, and occupy themselves in any proper manner to secure exercise, sport, or recreation.

This amount of exercise includes all that is required of the student, and satisfies probably three-fourths of the whole number. The use of the bowling alleys is entirely at the option of the student. Some, however, who are not quite normally robust or who are specially advised to it, frequent the gymnasium for the second half hour in the day, either following special directions or enjoying themselves as they like. Others, on account of their robust nature, require more muscular work in order to discharge their superfluous energy, just as some people require more food than do others. It might be thought that accidents would happen here frequently, and that there has been such an exemption from everything of this sort seems to be owing to a special providence. There has never been a serious result from accident since the building was opened and dedicated to the better culture of the body, unless it be to one young man who fell and was kept from gymnasium exercise for three months.

Before this department was established it was thought that requirements of bodily exercise would be irksome to students and difficult to secure. But experience here has shown that the disposition to shirk this branch of college life has not been so marked as in some of the intellectual departments. Some statistics have been gathered to illustrate this point. In 1868-'69 attendance on chapel and gymnastic exercises was compared. Nearly 84 per cent. of the class were present at the gymnasium and 80 per cent. at the chapel. Similar observations in 1870 gave 13 per cent. of absences from chapel and 6 per cent. from the gymnasium. It was at first thought that it would be necessary to excuse many from gymnastic exercise. The past year, however, may be taken as a sample for the sixteen years, during which year only one junior and two freshmen (each with a defective arm) have not been required to attend. There has been no instance in the history of the department where the exercises as required have worked the least injury to the student; but, on the other hand, there are scores of men in whom a marked improvement has evidently taken place as a direct result of the required physical training as practised here.

The military method, though a little used, is not sought after. It seems idle to talk about military rules and life where there is no military authority to carry out the regulations. Were the college a State or Government institution, a military department would be in place and possibly sustained and prospered. But to talk about military

rules and methods without the authority of the ball and chain, the guardhouse, or power of life and death in the officer, seems worse than idle. College students will generally chafe under that rule which degrades them from the agents of free will and choice to a mere live machine except when "the country calls."

The definition, or perhaps description, of hygiene, as understood in this department, is best given in the words of the late Dr. E. A. Parkes: "Taking the word hygiene in its largest sense, it signifies rules for perfect culture of mind and body. It is impossible to dissociate the two. The body is affected by every mental and moral action; the mind is profoundly influenced by bodily conditions. For a perfect system of hygiene we must combine the knowledge of the physician, the schoolmaster, and the priest, and must train the body, the intellect, and the moral soul in a perfect and balanced order. Then, if our knowledge were exact and our means of application adequate, we should see the human being in his perfect beauty, as Providence perhaps intended him to be; in the harmonious proportions and complete balance of all his parts in which he came out of his Maker's hands, in whose divine image we are told he was in the beginning made."

With this definition for an inspiration, it is one of the duties of the professor in this department to give a course of lectures on health to the freshman class immediately upon its entering. The subject relates more especially to the health of student life; not merely to individual sanitary rules, but to the peculiar necessities of care in so closely compact a body of young and growing men in college; not to those conditions peculiar to the body alone, but to those interesting relations and interdependence of body upon mind and vice versa. This department also gives instruction in human anatomy and physiology. The cabinets are well supplied with natural and artificial preparations of the human body, which furnish to the student a proper acquaintance with the structure and uses of the organs of the body, such a knowledge as ought to be familiar to every person of so called liberal culture. The anatomy and physiology which is technical or professional is not offered to the student, but only such knowledge as may be gained by a tolerable acquaintance with the skeleton, the manikin, and most of the enlarged papier mâché models of Auzoux. As a stimulus to study in this direction, two prizes for the best recitations and examination in these sciences are annually given by Hon. E. H. Sawyer, of Southampton. A course of lectures, recitations, and laboratory work in comparative vertebrate zoölogy is undertaken by the senior class. This is arranged so as to give the student an enlarged plan of the vertebrate kingdom rather than the study of species.

The professor in this department is expected to know the physical condition of all students during term time. This does not mean that he only sees them at the gymnasium exercise, but that he makes himself acquainted with their habits, bodily condition, and whatever in the physical sense may react upon their mental state. This means that he offers suggestions where he may discover deficiency, excess, imprudence, or ignorance of many of the conditions of student hygiene and life; and the regulations of the faculty are such that these suggestions may if necessary have the force of a requirement. The visiting of the ill and disabled students requires a share of the time of this professor; for, while the diseases of college life are seldom alarming, or very distressing, or numerous, yet for students living in dormitories and boarding houses, without home comforts and nursing when ill, much care is often necessary to give comfort during and freedom from the disorders which affect young men at the college period of life. It is to be hoped that the next step in physical education here may be to establish a sanitarium or an equivalent to the hospital of an army.

The amount of time lost in sickness by the students is a fact determined by this department. Dr. Jarvis says that the amount of time lost by each laborer in Europe is from nineteen to twenty days each year; and the Massachusetts Board of Health says that in 1872, in that Commonwealth, each productive person lost thirteen days by sickness. A man here is put on the sick list if he is absent more than two consecutive days from all college exercises. With this as a comparison, between the years of 1861-'62 and 1876-'77, inclusive, 23.3 per cent. of the college have been entered on the sick list; or, every student in college has constructively lost 2.64 days each year by illness, and every sick student has averaged 11.36 days of absence from college duties. During this same period, 48, or three each year on an average, have left college from physical disabilities, although 16 of these have returned and entered again their own or a succeeding class. The causes which produced these removals were: in 7 cases, constitutional debility; in 6, typhoid fever; in 5, consumptive tendencies; in 6, weak or injured eyes, and single cases because of other infirmities. During this period of sixteen years, 16 students have died while connected with the college.

In connection with this subject it is instructive to learn that dyspepsia, though formerly prevalent in college, has lost its foothold here of late years. For the past sixteen years it has not once so occurred as to be recognized as a cause of loss of time to any student. Pork, too, is mostly banished as an article of food. The students will not eat it. The maladies which have visited Amherst students for the sixteen years past have been, in the order of their frequency: Colds, including the few of lung

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fever and influenza, 35 per cent.; physical accidents, 9.47 per cent.; boils, 4.82 per cent.; eyes, 4.56 per cent.; and so on in decreasing ratio of numbers, with febricula, typhoid fever, quinsy, debility, mumps, bilious fever, diphtheria, bilious trouble, stomach irritation, intermittent fever, measles, teeth, and forty-five other causes which yielded 164 cases, or 12 per cent. of all the cases of sickness.

The months of the year during which college sickness has prevailed have been carefully recorded. The record, however, can be made out only for nine months, as vacations cover so much of the other months that it would not give completed results. April also has always had a short vacation.

The percentage of cases has been as follows:

In January.....	13.8
In February.....	16.6
In March.....	16.4
In April (part of the month).....	6.3
In May.....	12.8
In June.....	6.3
In September.....	10.3
In October.....	9.7
In November.....	7.7
Total.....	99.9

In addition to the items secured upon the maladies of students, Dr. Hasket Derby, of Boston, is now instituting a series of personal examinations of every student, in order to determine the effect of college life upon near-sightedness. In due time without doubt his results will be given to the public. The vital statistics of the students of the college have also been secured. These include the age, weight, height, finger-reach (distance between tips of the middle finger of each hand), chest girth (average between "full" and "repose"), chest range, arm girth (biceps), forearm girth, capacity of lungs, and a simple test of muscular strength. The results are the averages of the data secured from 1,171 students, with 20,458 items of record: Age, 21 years, two months; weight, 139.146 pounds, 63.11 kilograms; height, 5.653 feet, 1.723 metres; finger reach, 5.783 feet, 1.763 metres; chest girth, 35.786 inches, 9.09 decimetres; chest range, 3.416 inches, 8.7 centimetres; arm girth, 11.620 inches, 2.95 decimetres; forearm girth, 11.059 inches, 2.81 decimetres; lung capacity, 240.871 cubic inches, 4.095 litres; strength, 10.747 times.

Probably the most important feature of this department consists in placing it on the same level with the other departments of the college course. As, however, it is of so different a nature and unlike the ordinary methods of so called school culture, it has taken time and experiments to carry the system along to its present condition. In our educational institutions some method is adopted to inform the student—and generally the public, too—where his position is in the institution and how he progresses. In mental growth and culture this can be determined by recitations, examinations, and exhibitions, since the mental powers should grow through the whole range of mental maturity, and the design of intellectual work is to secure the highest development of mind within its normal limits. But the young man who enters college in his twentieth year has approximated to his highest physical growth and powers; and moreover the design of the college physical education is not to produce athletes or physiological prodigies, but only to establish health, and well preserve the body up to the normal standard, and promote the harmonious culture of both. Hence "rank" cannot be assigned to a man if he excels his classmate in heavy gymnastics. To encourage this might be injurious. And to discriminate between four-fifths of a class as to the best gymnasts with dumb-bells would be next to impossible, as this proportion of a class perform the exercise equally well. And yet to secure a proper attention to obedience of the laws of health, and particularly the taking of sufficient and regular exercise in a proper manner, is what is attempted to be done for the Amherst student; and if he but gives the attention and care to the needs and culture of his body as required in this way, he receives an increment to his college rank or standing which is recorded on the books of the faculty: in this way the student has a personal incitement to discipline in this department. There is also an inducement to the same thing in another way and by the means which are always so effectual to the college student: a spirit of class pride and honor. By the generosity of Mr. John H. Washburn, secretary of the Home Insurance Company, New York, a yearly prize of \$100 is given to "the class which during the year shall most faithfully discharge its duties in the gymnasium and carry out most fully the instructions of the professor of hygiene." This prize has been awarded for the last four years, and has shown valuable results in "bracing up" the easy, indifferent, want of energy element of society, which is not wanting in a college; the very character needing push, snap, and tone to make it enjoyable of itself and of use to mankind. The following data gathered at different periods show the effect of the class prize: In 1868-'69 the attendance on

gymnastic exercises, including the excused absences, was 88 per cent. of the class; during October, 1870, the ratio of absence to attendance with the same data was 1 to 17.5; and during the summer of 1876-77 the average attendance of the classes, under same conditions, was 93.5 per cent.

It is not possible to make definite statements as to the value of this department, since no numerical records of data were had concerning these matters before its creation. Hence, criticisms, adverse or otherwise, must depend on hearsay, opinions, and general impressions. It is a general opinion that the young men carry themselves in their walk with more erectness and elasticity, not to say grace, than did the former college students. Soon after the establishment of this department, boarding house keepers noticed a better appetite on the part of the students and a demand for the more substantial edibles, such as bread and meat. The opinion of the college faculty is most decided that the introduction of the new department has done much to improve the health of the students. Prof. W. S. Tyler, the oldest member of the faculty at Amherst, speaks as follows upon this matter: "If I were asked to specify what I consider to be the most marked characteristic and distinctive excellence of the Amherst gymnastics, I should say that it is the union of recreation and amusement with exercise, of the voluntary and spontaneous with the required and the prescribed; in a word, of play with work. To succeed in doing this would be of course, according to Dr. Bushnell's well known distinction in his article on 'Work and play,' to bring heaven down to earth. And this is just the success which these gymnastics have achieved."

One merit of the system as practised here has been its humanizing or levelling influence. The best scholar in his class may stand shoulder to shoulder in the gymnasium between two very ordinary scholars and constantly be made to realize that he is not equal to either of them in physical attainments or endurance. And here a man may not choose his comrade on account of his literary or social qualities: one of the things perhaps which may help to prepare him for the battle of life and the development of proper sympathies and self-denial. A moral consideration of some significance has presented itself in the college within the last 12 or 15 years, which is the decrease in the demands for college discipline. This has gone so far that during the last year not a single student was removed from college for improprieties of conduct. The drinking of intoxicating liquors and the useless expenditure of money in style and show, which once were decidedly prevalent in college, have been less during the last few years. If any of these things are credited to the department under consideration, it is no doubt very much owing to the giving up of many petty rules when so new an element was introduced into the college; and this very relinquishment places the student much more under his own control, government, and self-reliance.

TABLE X.—SCHOOLS OF SCIENCE.

The following statement shows the number of institutions and departments of this class, with instructors and students, as reported to this Office in each year from 1870 to 1877, inclusive. The numbers under 1873, 1874, 1875, 1876, and 1877 include the national Military and Naval Academies:

	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.
Number of institutions	17	41	70	70	72	74	75	74
Number of instructors	144	303	724	749	609	758	793	781
Number of students	1, 413	3, 303	5, 395	8, 950	7, 244	7, 157	7, 614	8, 559

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TABLE X.—PART 1.—Summary of statistics of schools of science.

States.	Number of schools.	Preparatory department.			Scientific department.			Number of State scholarships.	Number of other free scholarships.
		Instructors.	Students.		Corps of instruction.	Students.			
			Male.	Female.		In regular course.	In partial course.			Number of graduate students.
Alabama.....	1	1	53		7	120	47		
Arkansas.....	1	3	100	60	12	84	3	3	0
California.....	1	0	0	0	33	126	13	3	0
Colorado.....	no								
Connecticut.....	1	0	0	0	32	188	12	30	1
Delaware.....	1	(b)	(b)	(b)	(b)	(b)			
Florida.....	no								
Georgia.....	2	5	165	34	17	198			20
Illinois.....	1	1	107	14	24	227	0	0	0
Indiana.....	1		40	9	7	16	1	1	0
Iowa.....	1	0	0	0	16	273	29		0
Kansas.....	1				12	140			0
Kentucky.....	1	3			8	110			
Maine.....	1				8	104	10	4	
Maryland.....	1		13	0	6	41	5	0	0
Massachusetts.....	2	6	45	0	47	344	50	12	9
Michigan.....	1	0	0	0	8	141	12	1	0
Minnesota.....	1				4				0
Mississippi.....	2	2	17		(b)	(b)			0
Missouri.....	2	3	10	16	3	42	1	1	0
Nebraska.....	1	0	0	0	5	13			
Nevada.....	1								
New Hampshire.....	1				12	24			12
New Jersey.....	1	0	0	0	11	41	5	0	0
New York.....	1	0	0	0	42	201	10	14	0
North Carolina.....	1	0	0	0	12	75		1	93
Ohio.....	1	0	0	0	12	49	100	0	
Oregon.....	1				4	49			60
Pennsylvania.....	1	3	71	22	11	57		2	
Rhode Island.....	1					43			(e)
South Carolina.....	1	(d)	(d)	(d)	3	37			
Tennessee.....	1	(b)	(b)		(b)	(b)		(b)	
Texas.....	1					331			
Vermont.....	1	0	0	0	9	15	4	0	(b)
Virginia.....	2	4			8	224		1	200
West Virginia.....	1	3	50		10	44			36
Wisconsin.....	1					9			
Total.....	40	34	671	155	383	3,366	311	79	53
U. S. Military Acad'y.	1				47	264			
U. S. Naval Academy.	1	0	0	0	67	360	0	0	0
Grand total....	42	34	671	155	407	3,990	311	79	53

a College not yet established. *b* Reported with classical department (Table IX). *c* The income of \$50,000, which has accrued from the national grant, at \$100 a scholarship annually. *d* Reported in Table VII.

TABLE X.—PART 1.—*Summary of statistics of schools of science*—Continued.

States.	Libraries.			Property, income, &c.				
	Number of volumes in general libraries.	Increase in the last school year.	Number of volumes in society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.
Alabama.....	2,220	250	2,500	\$100,000	\$250,300	\$20,744	\$750	\$0
Arkansas.....	500	300		170,000	130,000	10,400	2,000	5,000
California.....	(a)	(a)	(a)	(a)	(a)			40,000
Colorado.....								
Connecticut.....	5,000				280,123	17,000		
Delaware.....	(a)	(a)	(a)	(a)	(a)	(a)	(a)	
Florida.....				16,000				
Georgia.....	14,000		8,000	111,000	258,000	18,250	40	11,500
Illinois.....	11,049	449		350,411	310,000	29,460	2,751	35,444
Indiana.....	1,050	500	0	239,695	310,000	20,313	0	11,000
Iowa.....	4,500		0	485,202	500,000	40,000	0	23,000
Kansas.....	2,000	35	200	131,791	238,101	20,491	0	12,500
Kentucky.....				150,000	165,000	9,900	1,500	0
Maine.....	3,648	1,007		145,000	135,000	8,000	0	15,218
Maryland.....	1,500	0	1,500	100,000		6,900	10,065	6,000
Massachusetts.....	6,500	100		925,000	390,000	40,500	47,000	5,000
Michigan.....	4,306	231		195,803	237,175	16,000	0	36,837
Minnesota.....	(a)			(a)	(a)	(a)	0	(a)
Mississippi.....	52	2		28,905	94,646	5,679	0	30,000
Missouri.....	1,678			45,060		1,250	375	7,500
Nebraska.....	200	20	0	20,000	0	0		
Nevada.....								
New Hampshire.....	1,200		200	120,000	80,000	4,800	150	900
New Jersey.....	(a)		(a)	(a)	116,000	6,960	1,200	0
New York.....	(a)			(a)	(a)	(a)	(a)	(a)
North Carolina.....	(a)	(a)		(a)	125,000	7,500	2,075	
Ohio.....	1,000	100		500,000	500,000	30,000	0	0
Oregon.....				5,000				5,000
Pennsylvania.....	1,050	50	2,000	500,000	500,000	30,000		
Rhode Island.....					50,000	3,000		
South Carolina.....	1,200	400		10,000	191,800	7,500		
Tennessee.....			(a)	(a)	(a)	(a)	(a)	0
Texas.....				200,000	196,000	14,955		
Vermont.....	(a)	(a)		(a)	(a)		585	0
Virginia.....	2,784	330	300	303,050	306,750	34,208	520	16,250
West Virginia.....	7,000	500	500	250,000	110,000	6,600	1,500	7,500
Wisconsin.....	7,000							
Total.....	80,837	4,283	15,200	5,111,817	5,491,895	410,470	71,111	268,649
U. S. Military Acad'y.	26,735	310			0	0	0	6280,604
U. S. Naval Academy.	19,247	900	0	3,000,000	0	0	0	(b)
Grand total.....	126,319	5,493	15,200	8,111,817	5,491,895	410,470	71,111	555,253

a Reported with classical department (Table IX).

b Congressional appropriation.

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TABLE X.—PART 2.—Summary of statistics of schools of science.

States.	Number of schools.	Preparatory department.		Scientific department.			Number of State scholarships.	Number of other free school- arships.	
		Instructors.	Students.		Corps of instruction.	Students.			
			Male.	Female.		In regular course.			In partial course.	Number of grad- uate students.
California.....	1				4	60			
Colorado.....	2		14		4	14	2	0	
Indiana.....	21	0	0				0	0	
Louisiana.....	1								
Massachusetts.....	5				44	140	9	20	
Missouri.....	1	0			13	37	4	1	
New Hampshire.....	2				22	73	3	1	
New Jersey.....	2	5	34	0	33	131	3	9	
New York.....	5				61	959	19	13	
Ohio.....	1								
Oregon.....	1								
Pennsylvania.....	6	7	405	330	34	899	20	4	
Virginia.....	4				23	169		50	
Total.....	32	12	453	330	238	2,482	60	28	

States.	Libraries.			Property, income, &c.				
	Number of volumes in general libraries.	Increase in the last school year.	Number of volumes in society libraries.	Value of grounds, buildings, and ap- paratus.	Amount of product- ive funds.	Income from pro- ductive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State ap- propriation.
California.....								
Colorado.....	110	24	0	\$14,500			\$127	\$1,750
Indiana.....		0	0	135,000	\$250,000	\$15,000	0	0
Louisiana.....								
Massachusetts.....	6,000	150		150,000	739,835	103,424	7,408	
Missouri.....	1,000			80,000			2,500	0
New Hampshire.....	2,000	30		4,000	155,000	9,300	3,840	0
New Jersey.....	5,000	200	50	630,000	700,000	38,355	18,367	
New York.....	10,000	186		2,000,000			30,770	
Ohio.....				100,000				
Oregon.....								
Pennsylvania.....	34,500	1,000		350,000				
Virginia.....	5,500	200	1,000	393,000	40,000	2,400	15,000	25,000
Total.....	64,110	1,790	1,050	3,856,500	1,884,835	168,479	78,022	26,750

a Not fully organized.

b Exclusive of a bequest lately made of \$105,000.

A review of facts brought out in the reports of the colleges of agriculture and the mechanic arts¹ allows no doubt that they are solving the problems which have been intrusted to them. The close study of their history in each State will convince a candid judge, I am confident, that they are adjusting themselves—

(1) To science: Already they have here and there promoted its progress and this stimulating influence increases; still more generally they have drawn upon the advancement of science for the benefit of their instruction.

(2) They are equally adjusting themselves to the condition and necessities of industry.

The reports of the boards of agriculture of the several States show that their meetings have received valuable contributions from these institutions, and that they have aided in disseminating important information concerning the various interests of agriculture.

A few instances will illustrate the nature of this practical service and of the relation between the colleges and the boards. From the report of the Michigan Board of Agriculture for 1877 it appears that farmers in the State, excited by representations against a popular and productive variety of wheat, applied to the State Agricultural College for information on the subject. The board of agriculture ordered an investigation, which was made by the college professor of chemistry and his assistant. The result proved that neither in the chemical composition nor in the physical properties of the flour made from this wheat did there exist any cause of complaint. Thus a serious disturbance of opinion, which would have affected the cultivation of more than 1,200,000 acres, was averted. The connection between the board and the college is very intimate in this State, the board of agriculture having, in fact, the management of the college.

The act establishing the Vermont Board of Agriculture makes the president of the State Agricultural College one of the board. The entomologist of the board of agriculture is the professor of zoölogy in the University and State Agricultural College. His address on "Certain injurious insects," published in the report of 1877, suggests the investigations of general interest that come within the scope of this board.

The Board of Agriculture of the State of New Hampshire authorized its secretary and Mr. J. W. Sanborn, superintendent of the college farm, to initiate experimental work on the farm and on certain "quasi stations" for the purpose of giving authoritative instruction to farmers about matters of farm and stock management. The first results have been already reported by Mr. Sanborn.

The last day of the convention of the State Board of Agriculture of Maine was occupied by the students of the State college, who reported the results of experiments at the college farm.

The importance of introducing such practical exercises in the colleges of this grade is universally acknowledged. In the proceedings of the Wisconsin State Agricultural Society for 1877-78, it is recorded that a resolution was passed expressing as the sense of the convention that one or more of the regents of the university should be practical farmers.

It appears from the State University report for Missouri, 1876-77, that the State Board of Agriculture has been transferred to the Agricultural College, thus concentrating the forces working in the cause of agriculture and increasing their efficiency.

The general importance of the experiments made on the college farms is not their only merit. They afford work for the students, which often is even more necessary to the class of young men attracted thither than to those entered in purely literary institutions. In some of these colleges a certain amount of labor is required; in others it is optional with the students. The prices paid vary, according to the nature of the

¹ Illinois Agricultural College, Irvington, chartered in 1861 and organized in 1866, has been suspended because of a decree of court which gives its lands and buildings to the State. Originally meant to be an agricultural college in fact as well as in name, it received from the State a landed endowment which yielded a fund of \$50,000. The treasurer of the institution wasted this fund in private speculations, and the State, failing to recover it from the college, obtained a decree as above stated.

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work and the skill of the student, from 4 cents to 15 cents per hour, as will be seen from the following table:

Hourly compensation of students in agricultural colleges for work on the farm.

	Minimum.	Maximum.
Illinois Industrial University	8 cents.	10 cents.
Iowa Agricultural College	4 cents.	9 cents.
Indiana Agricultural College		
Kansas Agricultural College	7 cents.	10 cents.
Maine Agricultural College		10 cents.
Maryland Agricultural College	"Very liberal compensation."	
Massachusetts Agricultural College	10 cents.	10 cents.
Michigan Agricultural College		10 cents.
Missouri Agricultural College	10 cents.	15 cents.
Agricultural department of Cornell University, New York		
Ohio Agricultural and Mechanical College	(a)	
Pennsylvania State College	"Fair wages."	
Virginia Agricultural College	"Liberal pay."	

a Though the rate paid to students by the hour at the Ohio College is not given, it appears that the amount of \$459.69 was expended for student labor during the year 1876-'77.

Illinois, Kansas, and Maryland agricultural colleges report that students, with skill, industry, and economy, can defray a large part of their expenses by work on the college farms and gardens.

In the report of the Massachusetts Agricultural College it is stated that "indigent students are allowed to do such work as may offer about the college and farm buildings or in the field, but it is hardly possible for one to earn more than from \$50 to \$100 a year, besides performing other duties."

In the agricultural department of Cornell University employment is not guaranteed to any students, yet a limited amount is furnished them at such prices as would ordinarily be paid to other persons for doing the same work.

The relation thus established between the agricultural colleges and practical industry makes them important factors in the great labor problems of the day. At the same time they are bearing their part in the general progress of education and thus becoming more and more important as educational centres. They send many students into the teachers' ranks and make valuable contributions to the literature and discussions of education.

VACATION SCHOOLS.

The number of schools for instructing advanced pupils during vacations has formed a marked feature of the year. In several preceding years such schools existed, some of them for the field study of geology, botany, zoölogy, and kindred topics, and some in convenient localities for instruction in chemistry, ichthyology, drawing, music, languages, methods of teaching, and so on. But in 1877 these means of summer instruction expanded into greater proportions than in any previous vacation period. The States north of the Ohio River were dotted with institutes for teachers who, instead of resting, were trying to prepare for higher work. More than fifty such institutes were held in Indiana alone, besides many in other States. One of these was to instruct teachers in the art of elocution; another was to prepare them to give drawing lessons in their schools; others were for the study of the natural sciences, for which last Butler University, in Indiana, also sent out a number of its students, under competent instructors, on a summer's walk through the mountain ranges of the South. *In the East, besides the usual summer schools of Harvard professors—one of these, also, a field school in the South—there were a summer school of biology, zoölogy, and bot-*

any at Salem, Mass., under the auspices of the Peabody Academy of Science there; a normal institute of great proportions at East Greenwich, R. I., for instruction in music, elocution, drawing, and modern languages; a school of languages at Amherst College, and several kindred ones in other portions of New England, as well as in New York and Pennsylvania. A scientific expedition to the Rocky Mountains, under the charge of Prof. Sanborn Tenney, of Williams College, Mass., was arrested by the death of Professor Tenney, July 9, while en route. Another from Princeton College carried its students to the Yellowstone and brought back large treasures for the college cabinet.

TABLE XI.—SCHOOLS OF THEOLOGY.

The following is a comparative statement of the number of schools of theology (including theological departments) reporting to this Bureau each year from 1870 to 1877, inclusive, with the number of professors and number of students:

	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.
Number of institutions	80	94	104	110	113	123	124	124
Number of instructors.....	339	369	435	573	579	615	580	564
Number of students	3,254	3,204	3,351	3,838	4,356	5,234	4,268	3,965

TABLE XI.—Statistical summary of theological seminaries.

Denomination.	Number of seminaries.	Number of professors.	Number of students.
Roman Catholic	18	93	575
Protestant Episcopal	16	65	263
Presbyterian	16	82	674
Baptist	16	62	772
Lutheran	13	38	252
Congregational	9	64	347
Methodist Episcopal	7	51	363
Christian	3	4	31
Reformed	3	8	62
United Presbyterian	3	11	65
Cumberland Presbyterian	2	11	61
Free Will Baptist	2	10	43
Methodist Episcopal South	2	8	68
Unsectarian	2	17	120
Reformed (Dutch)	2	5	40
Universalist	2	9	48
African Methodist Episcopal	1	6	8
Mennonite	1	4	50
Methodist	1		
Moravian	1	3	19
New Jerusalem	1	1	
Union Evangelical	1	4	32
Unitarian	1	6	19
United Brethren	1	2	33
Total.....	124	564	3,965

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TABLE XI.—*Summary of statistics of schools of theology.*

States.	Number of schools.	Corps of instruction.	Endowed professorships.	Students.				Libraries.		Property, income, &c.		
				Present number.	Resident graduates.	Present students who have received a degree in letters or science.	Graduates at commencement of 1877.	Number of volumes.	Increase in the last school year.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.
Alabama	1	2		18		2	3	800		\$5,000		
California	2	12	2	14			3	7,500	290	110,000	\$30,000	
Connecticut	3	29	8	150	3	124	13	25,500			247,544	\$15,000
Georgia	2	2		85				500	72	9,000		
Illinois	13	51	19	376	30	75	65	50,850	490	537,000	760,150	44,350
Indiana	1	4		23				6,000		150,000		
Iowa	3	12	4	20	2	2	12	6,800	500	230,000	91,000	6,200
Kansas	1	2		4				3,000		25,000		
Kentucky	6	10	5	123		42	12	19,600	2,125	38,500	565,884	31,900
Louisiana	1											
Maine	2	9	8	66	0	18	3	19,200	150	190,000	170,000	9,750
Maryland	5	20		57			34	27,061	355	72,000	3,100	210
Massachusetts	7	53	17	294	9	132	77	73,945	1,636	581,835	1,100,712	81,576
Michigan	2	5	1	25		2	3	1,500	300		30,000	2,000
Minnesota	3	15		32	8	0	3	4,500		90,000	15,000	
Mississippi	1	5	0	12	1	0		1,500	100	5,000	0	0
Missouri	4	13	2	57	1		39	9,200		40,000	40,000	2,000
Nebraska	1	3		5		1	10	500		10,000		
New Jersey	4	35	21	287		171	85	73,633	3,118	894,000	1,034,275	62,500
New York	13	63	24	692	15	300	201	94,028	3,337	692,500	1,412,208	94,950
North Carolina	3	9		75		3	2	600				
Ohio	14	58	17	351	6	99	97	63,500	4,050	805,000	522,000	61,400
Pennsylvania	16	83	21	398	11	147	130	100,555	2,652	408,000	1,321,922	83,641
South Carolina	1	5		40			9	18,916		35,000		
Tennessee	5	17	5	112		2	10	7,000		30,000	660,000	47,200
Texas	1	2		6								
Virginia	5	17	9	205		61	36	23,690	200	275,000	266,000	14,000
Wisconsin	2	18	1	162				13,000	1,000	150,000	25,000	2,000
District of Columbia	2	10		120		2	22	2,500		40,000		
Total	124	564	164	3,879	86	1,189	869	654,988	20,575	5,472,835	8,204,705	558,677

TABLE XII.—SCHOOLS OF LAW.

The following is a statement of the number of schools of law reporting to this Bureau each year from 1870 to 1877, inclusive, with the number of instructors and number of students:

	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.
Number of institutions	28	30	37	37	38	43	42	43
Number of instructors	99	129	151	158	181	224	218	175
Number of students	1,653	1,722	1,976	2,174	2,585	2,677	2,064	2,811

SCHOOLS OF MEDICINE.

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TABLE XII.—Summary of statistics of schools of law.

States.	Number of schools.	Corps of instruction.	Students.			Libraries.		Property, income, &c.			
			Present number.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1877.	Number of volumes.	Increase in the last school year.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
Alabama.....	2	5	23	8	8						
Connecticut.....	1	10	67		28	8,000	150		\$10,000	\$600	
Georgia.....	2	5	9	1	16	600					\$415
Illinois.....	3	15	168	35	53	50					4,800
Indiana.....	2										
Iowa.....	3	13	133	31	98	1,964	104				3,950
Kentucky.....	2	6	23		12						960
Louisiana.....	2	4	23		7			\$15,000			2,500
Maryland.....	1	3	60		21	0	0	0	0	0	3,300
Massachusetts.....	2	18	360	180	47	19,000	500		\$51,614	11,668	20,950
Michigan.....	1	5	385		155						8,195
Missouri.....	2	11	109		144	3,930	111				4,740
New York.....	4	20	646	313		13,775	140				
North Carolina.....	2	2	20								
Ohio.....	2	6	120	1	29	1,409	383				4,263
Pennsylvania.....	2	10	103		24	300	50				6,330
South Carolina.....	1	1	12	4	9						
Tennessee.....	2	5	76	5	10	150		15,000			5,600
Virginia.....	2	10	137	5	27	3,800					8,300
Wisconsin.....	1	11	38	12	10	520	200				
District of Columbia.....	4	15	299	6	116	301	1		10,000	600	1,811
Total.....	43	175	2,811	601	1,227	53,799	1,639	30,000	71,614	12,868	76,113

a Also one-fourth interest in a fund of \$413,092.

TABLE XIII.—SCHOOLS OF MEDICINE.

The following is a comparative statement of the number of schools of medicine, dentistry, and pharmacy reported to the Office each year from 1870 to 1877, inclusive, with the number of instructors and students:

	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.
Number of institutions.....	63	82	87	94	99	106	102	106
Number of instructors.....	588	750	726	1,148	1,121	1,172	1,201	1,278
Number of students.....	6,943	7,045	5,995	8,681	9,095	9,971	10,143	11,225

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TABLE XIII.—*Summary of statistics of schools of medicine, of dentistry, and of pharmacy.*

States.	Number of schools.	Corps of instruction.	Students.			Libraries.		Property, income, &c.			
			Present number.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1877.	Number of volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition and other fees.
I. MEDICAL AND SURGICAL.											
1. Regular.											
Alabama.....	2	9	50	.....	15	500	.....	\$150,000	.....	.....	.....
California.....	2	20	111	11	28	.....	.....	75,000	.....	.....	\$10,395
Connecticut.....	1	13	56	16	6	2,500	.....	200,000	\$30,000	.....	.....
Georgia.....	3	25	136	.....	43	4,800	.....	55,000	.....	.....	2,187
Illinois.....	3	68	568	103	163	50	.....	105,000	14,000	\$2,300	34,000
Indiana.....	3	32	194	27	59	3,000	.....	7,500	.....	500	7,000
Iowa.....	2	19	315	115	128	.....	.....	75,000	.....	.....	12,000
Kentucky.....	4	41	583	.....	304	4,000	.....	10,000	.....	.....	3,500
Louisiana.....	2	23	183	.....	44	2,400	.....	160,000	.....	.....	14,525
Maine.....	2	19	116	17	24	4,660	.....	25,000	2,500	130	6,975
Maryland.....	3	24	297	.....	115	400	.....	90,000	.....	.....	9,400
Massachusetts.....	1	34	231	101	36	3,550	.....	.....	84,365	5,513	38,504
Michigan.....	2	33	360	6	114	1,700	60	230,000	.....	.....	4,381
Missouri.....	5	65	484	5	145	1,206	.....	117,200	1,000	100	39,870
New Hampshire.....	1	8	96	23	22	1,200	.....	25,000	1,200	72	.....
New York.....	7	142	1,673	154	330	.....	.....	367,500	5,000	350	48,875
Ohio.....	7	92	927	25	279	1,500	100	247,000	.....	.....	14,400
Oregon.....	1	8	33	.....	6	50	.....	2,000	.....	.....	2,500
Pennsylvania.....	3	111	1,048	39	334	3,000	.....	802,000	364,250	4,612	41,000
South Carolina.....	1	8	60	.....	19	.....	.....	50,000	0	0	2,800
Tennessee.....	14	12	115	.....	46	.....	.....	.....	.....	.....	.....
Texas.....	1	7	18	.....	12	40	.....	.....	.....	.....	3,120
Vermont.....	1	18	92	4	33	.....	.....	.....	.....	.....	.....
Virginia.....	2	19	94	.....	26	500	.....	50,000	.....	.....	4,000
District of Columbia	3	28	147	11	17	.....	.....	1,000	.....	.....	3,500
Total.....	66	873	7,987	657	2,351	35,056	160	2,844,200	502,315	13,577	802,932
2. Eclectic.											
Georgia.....	1	.....	.....	.....	.....	.....	.....	20,000	.....	.....	.....
Illinois.....	1	12	105	36	33	1,000	200	50,000	.....	.....	5,000
New York.....	1	9	107	6	26	.....	.....	30,000	.....	.....	.....
Ohio.....	1	8	267	.....	121	.....	.....	80,000	0	.....	21,680
Total.....	4	29	479	42	180	1,000	200	180,000	.....	.....	26,680
3. Homœopathic.											
Illinois.....	2	24	282	39	59	.....	.....	52,500	.....	.....	15,500
Massachusetts.....	1	24	176	72	45	2,000	200	120,000	50,000	2,500	10,000
Michigan.....	1	6	75	2	13	.....	.....	.....	.....	.....	.....
Missouri.....	3	29	71	11	105	.....	.....	3,000	2,000	.....	3,450
New York.....	2	31	200	2	43	200	15	130,000	3,000	.....	12,585
Ohio.....	2	26	216	103	62	1,260	80	80,000	3,000	221	14,000
Pennsylvania.....	1	13	160	17	53	2,000	.....	50,000	.....	.....	13,680
Total.....	12	153	1,180	246	380	5,460	295	435,500	58,000	2,721	60,215

a Of these but one reported.

SCHOOLS OF MEDICINE.

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TABLE XIII.—*Summary of statistics of schools of medicine, &c.*—Continued.

States.	Number of schools.	Corps of instruction.	Students.			Libraries.		Property, income, &c.				
			Present number.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1877.	Number of volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition and other fees.	
II. DENTAL.												
Louisiana	1	10	5		1			\$750			\$500	
Maryland	2	28	62	3	36	50	50	12,500			9,600	
Massachusetts	2	26	41	2	29	78	3	17,000			8,071	
Michigan	1	11	43		12	150	75	10,000	\$0	\$0	1,400	
Missouri	1	15	15	1	5	200		300			2,000	
New York	1	16	92	5	14	40		3,500			7,175	
Ohio	1	7	20	6	8	50	6	12,000	0	0	2,340	
Pennsylvania	2	65	275	5	35			15,000			10,650	
Total	11	168	553	22	140	568	134	71,050			41,796	
III. PHARMACEUTICAL.												
California	1	4	37		4						798	
Illinois	1	5	61		5	1,000	0	5,000	0	0	1,800	
Iowa	1											
Kentucky	1	3	19		28			8,000			1,500	
Maryland	1	3	64		11	425	15	6,000				
Massachusetts	1	3	58		75	300	20	500	2,000	75	1,700	
Michigan	1	9	60		28							
Missouri	1	3	50		16	25						
New York	1	5	230	0	55	1,271	91		22,800	2,300	9,400	
Ohio	1	3	85		52	150		500	460		3,500	
Pennsylvania	1	3	318		88	2,258	125	76,000	16,000	1,550		
Tennessee	1	6	12	2	2							
District of Columbia	1	3	23		5	75	20	2,000	0	0	1,050	
Total	13	50	1,026	2	369	5,504	271	98,000	41,260	3,925	19,748	
TOTALS.												
Medical and surgical:												
Regular	66	878	7,987	637	2,351	35,056	160	2,844,200	502,315	13,577	302,932	
Eclectic	4	29	479	42	180	1,000	200	180,000			26,690	
Homœopathic	12	153	1,180	246	380	5,480	295	435,500	58,000	2,721	69,213	
Dental	11	108	553	22	140	568	134	71,050			41,796	
Pharmaceutical	13	50	1,026	2	369	5,504	271	98,000	41,260	3,925	19,748	
Grand total	106	1,278	11,225	969	3,420	47,588	1,060	3,628,750	601,575	20,223	460,381	

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The friends of medical education would be surprised to learn the small number of volumes reported in medical libraries. Special attention to their organization, increase, and use would not fail to add to the competency and efficiency of the profession.

Too much credit cannot be given to Surgeon-General J. K. Barnes, U. S. A., and to his assistant, Surgeon J. S. Billings, U. S. A., for their efforts to organize, increase, and catalogue the National Medical Library at Washington, which undoubtedly has no superior. It is to be deeply regretted that the publication of the catalogue has been so long delayed. The benefit of its publication to the profession, and thus to the world, will be incalculable.

Next to the medical library opportunities in Washington are those in Philadelphia. The library of the College of Physicians, that in 1875 numbered over 19,000 volumes, is steadily increasing, as is also the library of the Pennsylvania Hospital, which contained at the same time 12,500 volumes.

The medical department of the University of Pennsylvania has the benefit of a medical library containing more than 3,000 volumes, founded by Prof. Alfred Stillé.

Dr. W. H. Mussey, of Cincinnati, has done great service to the profession by contributing to the Public Library of Cincinnati, Ohio, the Mussey medical collection, amounting to some 5,000 books and pamphlets gathered by his father and himself.

Dr. J. M. Toner, of Washington, offers his library of 18,000 books and pamphlets, on a few apparently reasonable conditions, to the profession in the State of Illinois, to be kept in Chicago, and with it a fund of which the income would meet the expenses of an annual lecture (to be entitled the Toner Medical Lecture) on some subject relating to medicine.

SCHOOLS OF PHARMACY.

The responsibility of a pharmacist has been little understood. Outside of cities and villages physicians generally prepare their own prescriptions. Formerly, in many instances, the medical student prepared and administered the medicines for the patients of his preceptor. The pharmacist, in a measure, bears the same responsibility as the physician. What the exact share of the responsibility exercised by the apothecary is, is reaching a clear definition in law and in the decisions of the courts. The schools of pharmacy may be expected to emphasize this responsibility both with the manufacturer of drugs and medicines and with the dispensing pharmacist. Even the apprentice has been held criminally responsible in the courts. He delivered laudanum for paregoric, causing the death of an infant child. The judge said: "If a party is guilty of negligence, and death results, the party guilty of that negligence is also guilty of manslaughter." Indeed, a universal appreciation of the moral responsibility of a dealer in drugs (that they should be exactly what they are represented to be) would add greatly to the efficiency of our schools of pharmacy.

TABLE XIV.—UNITED STATES MILITARY AND NAVAL ACADEMIES.

In Table XIV of the appendix will be found the statistics of examinations of candidates for admission to the United States Military and Naval Academies for the year 1877.

TABLE XV.—DEGREES.

The following summary shows what degrees on graduation have been conferred in the several States by the institutions mentioned in the various statistical tables in the appendix:

COLLEGE DEGREES.

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TABLE XV.—Statistical summary of all degrees conferred.

	ALL CLASSES.		LETTERS.		SCIENCE.		PHILOSOPHY.		ART.		THEOLOGY.		MEDICINE.		LAW.	
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
GRAND TOTAL	a8,685	b356	3,305	108	846	6	198	24	c	3	180	150	3,213	5	849	58
Total in classical and scientific colleges.	e5,565	b349	2,695	108	825	6	198	24	5	3	94	148	920	..	761	58
Total in colleges for women	d651	1	608	...	21	...	...	...	...	...	1	...	...	...	...	...
Total in professional schools	2,469	6	2	...	...	...	...	...	...	e86	1	2,293	5	88	...	...
ALABAMA	f110	4	74	4	3	...	...	...	...	3	...	15	...	8	...	...
Classical and scientific colleges.	f48	4	30	4	3	...	...	...	...	...	...	...	...	8	...	...
Colleges for women	44	...	44	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional schools	18	...	...	...	...	...	...	...	...	3	...	15	...	...	...	...
ARKANSAS	14	7	14	1	...	...	...	...	...	...	5	...	...	...	1	...
Classical and scientific colleges	14	7	14	1	...	...	...	...	...	...	5	...	...	...	1	...
Colleges for women .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional schools .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
CALIFORNIA	g94	5	28	1	23	...	4	...	...	3	3	32	...	1	...	...
Classical and scientific colleges.	g59	5	28	1	23	...	4	...	...	...	3	...	...	1	...	...
Colleges for women .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional schools	35	...	...	...	...	...	...	...	...	3	...	32	...	...	...	...
COLORADO .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Classical and scientific colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges for women .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional schools .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
CONNECTICUT	314	10	206	5	2	...	52	...	...	22	4	4	...	28	1	...
Classical and scientific colleges.	314	10	206	5	2	...	52	...	...	22	4	4	...	28	1	...
Colleges for women .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional schools .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
DELAWARE	35	2	32	1	...	...	3	...	...	...	...	...	...	...	1	...
Classical and scientific colleges.	16	2	18	1	...	...	3	...	...	...	...	...	...	...	1	...
Colleges for women	19	...	19	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional schools .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
FLORIDA .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Classical and scientific colleges.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges for women .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional schools .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
GEORGIA	253	11	178	2	11	...	3	...	...	...	8	47	...	14	1	...
Classical and scientific colleges.	114	11	65	2	11	...	3	...	...	...	8	21	...	14	1	...
Colleges for women	113	...	113	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional schools	26	...	...	...	...	...	...	...	...	...	...	26	...	...	...	...

a Includes 80 degrees not specified.

b Includes 2 degrees not specified.

c Includes 67 degrees not specified.

d Includes 22 degrees not specified.

e There were also 539 graduates, upon whom in most cases diplomas were conferred.

f Includes 7 degrees not specified.

g Includes 4 degrees not specified.

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TABLE XV.—Statistical summary of all degrees conferred—Continued.

	ALL CLASSES.		LETTERS.		SCIENCE.		PHILOSOPHY.		ART.		THEOLOGY.		MEDICINE.		LAW.	
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
ILLINOIS	a704	29	185	11	80	18	24	13	253	143	5					
Classical and scientific colleges.	a408	29	160	11	80	18	9	13	39	102	5					
Colleges for women	25		25													
Professional schools	270						15		214	41						
INDIANA	a129	14	52	9	39	1	1	3	36	1						
Classical and scientific colleges.	a86	14	45	9	39	1	1	3								
Colleges for women	7		7													
Professional schools	36								36							
IOWA	401	7	124		36	10	3	4	130	98	3					
Classical and scientific colleges	284	7	124		36	10	3	4	13	98	3					
Colleges for women																
Professional schools	117								117							
KANSAS	25	3	15		10			1			2					
Classical and scientific colleges.	19	2	9		10											
Colleges for women	6	1	6					1								
Professional schools																
KENTUCKY	b303	7	90	1	11			5	173	1						
Classical and scientific colleges	b76	7	42	1	7			5								
Colleges for women	52		48		4											
Professional schools	175								175							
LOUISIANA	47	1	12	1							35					
Classical and scientific colleges.	4	1	4	1												
Colleges for women	8		8													
Professional schools	35								35							
MAINE	144	5	87	4	29			3	1	25						
Classical and scientific colleges.	130	5	73	4	29			3	1	25						
Colleges for women	14		14													
Professional schools																
MARYLAND	208	3	22	1	3			1	162	21	1					
Classical and scientific colleges.	16	3	13	1	3			1								
Colleges for women	9		9													
Professional schools	183								162	21						
MASSACHUSETTS	788	22	373	8	52	13	3	1	39	5	210	100	6			
Classical and scientific colleges.	684	22	373	8	52	13	3	1	31	5	114	100	6			
Colleges for women																
Professional schools	104								8		96					
MICHIGAN	449	11	84	4	52	1	26			4	165	122	2			
Classical and scientific colleges.	419	11	84	4	52	1	26			4	135	122	2			
Colleges for women																
Professional schools	30										30					

a Includes 1 degree not specified.

b Includes 27 degrees not specified.

COLLEGE DEGREES.

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TABLE XV.—*Statistical summary of all degrees conferred*—Continued.

	ALL CLASSES.		LETTERS.		SCIENCE.		PHILOSOPHY.		ART.		THEOLOGY.		MEDICINE.		LAW.	
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
MINNESOTA	a38		17		12											
Classical and scientific colleges.	a29		15		5											
Colleges for women	9		2		7											
Professional schools																
MISSISSIPPI	57	6	46		11		1				5					
Classical and scientific colleges.	15	6	9		6		1				5					
Colleges for women	42		37		5											
Professional schools																
MISSOURI	b330	c7	37		24		4	1		38	1	176	2	35	1	
Classical and scientific colleges.	d110	e5	31		20		4	1			1	5		35	1	
Colleges for women	e11		6		4											
Professional schools	209	2								38		171	2			
NEBRASKA	5		3							2						
Classical and scientific colleges.	5		3							2						
Colleges for women																
Professional schools																
NEVADA																
Classical and scientific colleges.																
Colleges for women																
Professional schools																
NEW HAMPSHIRE	f57	9	8	6	17		1				1	22			1	
Classical and scientific colleges.	39	9		6	17		1				1	22			1	
Colleges for women	f18		8													
Professional schools																
NEW JERSEY	231	10	195	1	36	1	4				2				2	
Classical and scientific colleges.	227	10	191	1	36	1	4				2				2	
Colleges for women	4		4													
Professional schools																
NEW YORK	1,236	42	321	9	136		19	7	3	1		17	626		131	8
Classical and scientific colleges.	929	41	321	9	136		19	7	3	1		16	319		131	8
Colleges for women																
Professional schools	307	1									1	307				
NORTH CAROLINA	43	23	37	7	5		1				12				4	
Classical and scientific colleges.	18	23	12	7	5		1				12				4	
Colleges for women	25		25													
Professional schools																

a Includes 9 degrees not specified.

b Includes 16 degrees not specified.

c Includes 2 degrees not specified.

d Includes 15 degrees not specified.

e Includes 1 degree not specified.

f Includes 10 degrees not specified.

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TABLE XV.—Statistical summary of all degrees conferred—Continued.

	ALL CLASSES.		LETTERS.		SCIENCE.		PHILOSOPHY.		ART.	THEOLOGY.		MEDICINE.		LAW.	
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.		In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
OHIO.....	755	34	232	10	48	1	3	1	...	19	16	427	1	26	5
Classical and scientific colleges.	283	33	213	10	48	1	3	1	...	19	16	...	...	...	5
Colleges for women	19	...	19	...	...	...	...	...	...	...	...	...	...	...	...
Professional schools	453	1	...	...	...	...	...	...	...	...	...	427	1	26	...
OREGON.....	34	1	13	...	21	...	1	...	...	...	...	...	...	...	...
Classical and scientific colleges.	34	1	13	...	21	...	1	...	...	...	...	...	...	...	...
Colleges for women	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
PENNSYLVANIA.....	951	35	297	9	61	3	10	1	...	14	18	536	2	24	2
Classical and scientific colleges.	512	33	281	9	61	3	10	1	...	2	18	125	...	24	2
Colleges for women	14	...	14	...	...	...	...	...	...	...	...	...	...	...	...
Professional schools	425	2	2	...	...	...	...	...	...	12	...	411	2	...	...
RHODE ISLAND.....	72	2	68	2	...	...	4	...	...	...	...	...	...	...	...
Classical and scientific colleges.	72	2	68	2	...	...	4	...	...	...	...	...	...	...	...
Colleges for women	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SOUTH CAROLINA.....	78	3	58	...	1	...	...	...	...	2	...	19	...	...	1
Classical and scientific colleges.	39	3	38	...	1	...	...	...	...	2	...	...	...	...	1
Colleges for women	20	...	20	...	...	...	...	...	...	...	...	...	...	...	...
Professional schools	19	...	...	...	...	...	...	...	...	...	...	19	...	...	...
TENNESSEE.....	312	15	192	6	14	...	2	...	...	9	8	54	...	47	1
Classical and scientific colleges.	179	15	61	6	14	...	2	...	...	3	8	53	...	47	1
Colleges for women	131	...	131	...	...	...	...	...	...	...	...	...	...	...	...
Professional schools	2	...	...	...	...	...	...	...	...	...	...	2	...	...	...
TEXAS.....	55	2	43	...	...	...	12	...	...	2	...	...	...	...	...
Classical and scientific colleges.	32	2	20	...	...	...	12	...	...	2	...	...	...	...	...
Colleges for women	23	...	23	...	...	...	...	...	...	...	...	...	...	...	...
Professional schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
VERMONT.....	a74	9	32	4	3	...	3	1	...	2	...	33	...	...	2
Classical and scientific colleges.	a71	9	29	4	3	...	3	1	...	2	...	33	...	...	2
Colleges for women	3	...	3	...	...	...	...	...	...	...	...	...	...	...	...
Professional schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
VIRGINIA.....	b162	4	39	...	58	...	1	...	...	3	...	26	...	27	1
Classical and scientific colleges.	126	4	28	...	57	...	1	...	...	3	...	13	...	27	1
Colleges for women	b23	...	11	...	1	...	...	...	...	...	...	...	...	...	...
Professional schools	13	...	...	...	...	...	...	...	...	...	...	13	...	...	...
WEST VIRGINIA.....	9	...	6	...	3	...	...	...	...	...	...	...	...	...	...
Classical and scientific colleges.	9	...	6	...	3	...	...	...	...	...	...	...	...	...	...
Colleges for women	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

a Includes 3 degrees not specified.

b Includes 11 degrees not specified.

TABLE XV.—*Statistical summary of all degrees conferred*—Continued.

	ALL CLASSES.		LETTERS.		SCIENCE.		PHILOSOPHY.		ART.		THEOLOGY.		MEDICINE.		LAW.	
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
WISCONSIN	133	8	71	...	45	...	1	...	2	7	4	...	...	...	10	1
Classical and scientific colleges.	114	8	59	...	45	...	1	...	2	...	4	...	...	...	10	1
Colleges for women	13	...	12	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional schools	7	...	...	...	...	...	...	...	...	7	...	...	...	...	...	...
DISTRICT OF COLUMBIA	35	5	14	1	...	...	1	1	...	...	...	...	5	...	15	3
Classical and scientific colleges.	30	5	14	1	...	...	1	1	...	...	...	...	...	...	15	3
Colleges for women .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional schools	5	...	...	...	...	...	...	...	...	...	...	...	5	...	...	...

TABLE XVI.—PUBLIC LIBRARIES.

Special improvement has been noted during the year in the use of two classes of educational libraries: (1) those in connection with colleges and universities, and (2) those connected with public schools, the improvement in both instances largely depending upon the methods and efficiency of the librarian. Public libraries have in many instances been characterized by marked increase of usefulness from the same cause. Mr. Justin Winsor's efforts in connection with Harvard University Library have been conspicuous in their favorable effects upon college library management generally.

1. The improvement in this department of library work is well illustrated by the following summary of the circulation in the library of Colby University, Waterville, Me.

Circulation of books in the library of Colby University.

Academic year.	Volumes issued to students.	Average number to each student.	Remarks.
1868-'69	342	0.7	Library up two flights; open twice a week; S. K. S., librarian.
1869-'70	442	8.4	Library moved to new building; students not allowed beyond an iron bar, 20 feet from the door.
1870-'71	636	12	
1871-'72	541	10.4	
1872-'73	761	14.6	First assistant librarian himself took out 87 volumes; second assistant librarian himself took out 76 volumes.
1873-'74	867	14	Edward W. Hall, librarian; no assistant.
1874-'75	1,258	15.3	Library open from 9 to 9.30 daily; iron bar removed, and tables instead.
1875-'76	2,021	22.2	Open 9 to 9.30; also, Wednesday and Saturday p. m.; students freely admitted to alcoves.
1876-'77	2,944	27	Assistant required, to charge books.

The gratifying increase in the usefulness of the library thus shown was not at all due to any improper influence or any shortening of the time of loans which would

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increase the number. It arose from the labors of the present efficient librarian (Prof. E. W. Hall) in cataloguing, indexing, and making accessible the contents of the library; from his effort to procure, by gift or purchase, desirable books actually in demand; from appointing the library hour at the close of chapel service, when the students would all be assembled near by within the building, and from throwing open the alcoves to the free inspection of the students.

It is affirmed that there has been no trouble arising from admitting students to the shelves. Not a volume has been missed, and there is very little misplacing of books. The saving in assistants and delay in procuring books would far more than equal a loss of fifty dollars' worth of books a year.

2. The better use of books in connection with elementary and secondary schools has been aided by the efforts of intelligent teachers, who have made it their aim to acquaint themselves with the taste for reading among their pupils, and to guide it aright by suggesting authors and topics. The influence of the Library Journal and of the conferences of librarians has contributed greatly to the increased efficiency of libraries as a means of education.

LIBRARY OF CONGRESS.

The following is taken from the report of the librarian, Mr. A. R. Spofford, for the year 1877 :

Extent of the collection.—Rapid progress in the growth of the library and all its interests, except the provision of adequate space for its fast accumulating treasures, has characterized the year just closed. The number of readers has been far greater than ever before, the majority of whom are serious students in quest of authorities and information, and it is at times impossible to furnish adequate accommodations, within the narrow space at command, both for the readers and for the members of Congress themselves.

The enumeration of books January 1, 1878, exhibits an aggregate of 331,118 volumes and about 110,000 pamphlets. Of the books, no less than 39,796 belong to the law department of the library. At the date of the last annual report the library contained 311,097 volumes. The increase during the last year was thus 20,021 volumes, derived from the following specific sources, namely :

	Books.	Pamph- lets.
By purchase.....	7,682	849
By copyright.....	8,952	5,340
By deposit of the Smithsonian Institution.....	2,231	2,184
By donation (including State documents).....	1,030	320
By exchange.....	126	655
Total.....	20,021	9,348

To this should be added maps and charts, to the number of 2,622, acquired during the year 1877.

Copyrights.—There were entered, during the calendar year 1877, 15,758 publications, as against 14,882 for the year preceding, 1876.¹ This is an increase over the preceding year of 876 publications. The aggregate of copyright fees paid into the Treasury

¹ The following data from the Leipzig Catalog exhibit a classification according to subject of the books published in Germany during 1877: Independent works, 14,000, in over 20,000 volumes; number of different authors, excluding anonymous writers, 10,000; encyclopedias, bibliography, and science of literature, 372; theology, 1,253; law, politics, and statistics, 1,329; medicine, 755; natural science, chemistry, and pharmacy, 740; philosophy, 163; school books and pedagogy, 1,629; books for the young, 485; classics, Oriental languages, and antiquities, 520; modern languages, 445; history, 739; geography 311; mathematics and astronomy, 166; military works, 347; commerce and industry, 525; architecture, mining, engineering, and navigation, 378; shooting, hunting, fishing, and forestry, 103; agriculture and horticulture, 392; belles-lettres, 1,126; popular works, 540; masonry, 17; miscellaneous, 507; maps, 336. To each thousand inhabitants there are 103 subscribers for political newspapers in all Germany. The figure is much larger in the south, where it varies from 125 to 150, than in the north, where it does not reach 100. Alsace-Lorraine is the least reading province in Germany, counting only 35 subscribers to every 1,000 inhabitants.

amounted to \$13,076. The deposits of publications protected by copyright, under the law requiring that two copies of each book or other publication entered be transmitted to the Librarian of Congress, show the following result for the year under the various designations of articles which are lawful subjects of copyright :

Books	8, 952
Periodicals	7, 036
Musical compositions	5, 710
Dramatic compositions	153
Photographs	1, 688
Engravings and chromos	1, 888
Maps, charts, and drawings	2, 296
Prints	154
Designs	81
Total	27, 958

As two copies of each publication are deposited, the net additions to the collections of copyright material in the library foot up 13,979 articles, of which 4,476 are separate books, besides a still greater number of periodicals.

New catalogue.—The printing of the new general catalogue of the library, so long ready for the press, is now proceeding. This catalogue will embrace the titles of all the works in the library up to 1877, including both books and pamphlets. The arrangement will be that most generally approved, by authors' names in a single alphabet. Embodying as it will the titles of a larger collection of English and American literature, to say nothing of other languages, than has ever been embraced in the printed catalogue of any existing library in a single alphabet, it is hoped that it may be found a work of reference of the highest utility to all.

Index to the documents, debates, and laws of Congress.—This work, embracing as it does the contents of over 1,500 volumes, is one of such magnitude as to require the most careful application both of industry and of time to the work involved. There have already been indexed the Annals of Congress, 42 volumes; the Register of Debates, 29 volumes; nearly the whole of the Congressional Globe and the Congressional Record, 135 volumes; with 18 volumes of the Statutes at Large, up to the last Congress. There still remain to be indexed a great proportion of the executive and other documents of Congress. Meanwhile there has been offered to the Committee on the Library, on certain conditions as to printing, the index of documents alone, prepared in manuscript by the officers of the Boston Public Library and assumed to be approximately complete. With a view to avoid delay, the librarian recommends that the Library Committee consider the expediency of accepting these already prepared materials for an index, with such revision and additions as may be found important, the whole to be printed in one alphabet, with the index to the debates of Congress and the laws. Under each topic of legislation there can then be traced its history, with complete references to its discussion in both houses of Congress, to all reports or documents bearing thereon, and to the laws affecting the subject, in chronological order.

Documents relating to French discoveries and explorations.—During the year, the second volume of the publication of original historical documents exhibiting the French discoveries and explorations in the northwestern regions of the United States and on the Mississippi has been received from Paris, and the third volume approaches completion. The recommendation is renewed that as the cost to the Government of each set of this work in six volumes is about twenty dollars and as the edition is small (being only 500 copies), the librarian be authorized to exchange copies of the work with historical societies and other libraries for books, periodicals, and pamphlets, deemed of equal value, to enrich the collections of Congress. The great interest and value of the letters and papers embodied in this collection, as throwing light upon the aboriginal tribes and pioneer settlements in what are now great and populous Commonwealths, fully vindicate the wisdom of Congress in making the moderate appropriation necessary for this publication.

Resolves, ordinances, and acts of the Continental Congress and the Congress of the Confederation.—The librarian was charged by act of March 3, 1877, with the editing and preparation for the press of the resolves, ordinances, and acts of the Continental Congress and the Congress of the Confederation, "to be taken from the journals." After a thorough examination of the printed journals, in thirteen volumes, and a careful comparison of them with the original manuscript journals of the Congress, preserved in thirty-nine volumes in the Department of State, the librarian found that such large and important omissions had been made in printing these inestimable records of our early political history as to justify him in suspending any attempt at a selection or a fragmentary publication from the journals until Congress should be consulted as to the expediency of printing the originals in full.

County and town histories.—Under the joint resolution of March 13, 1876, and the proclamation of May 25, of the same year, recommending that the several counties and towns in the United States cause to be prepared a historical sketch of each county

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or town from its foundation to the year 1876, and that a copy in print or manuscript be filed in the Library of Congress, there have been received up to date two hundred and twenty-five historical memorials, which are carefully laid aside and catalogued for binding and preservation. While it may be regretted that the suggestion of Congress has not been to a larger extent complied with, no such contribution to our historical literature can be wholly without benefit.

New building for the library.—The librarian renews, for the sixth time, his earnest appeal to the judgment and patriotism of Congress, that this body will no longer permit the great collection of literature and art confided to its care to suffer injury and loss in its present narrow and inconvenient quarters. The space which five years ago was too small for the library is now, through the accumulation of nearly one hundred thousand additional volumes, utterly inadequate not only to store the books, pamphlets, maps, charts, engravings, and other works of art, but it is at times uncomfortably crowded by those persons laudably seeking to make the best use of its rich and overflowing stores. A new library building has become a positive and immediate necessity to furnish room for the readers, to say nothing whatever of room for the books, nearly seventy thousand volumes of which are now piled upon the floors in all directions.

LIBRARY OF THE OFFICE.

The increase of the library in books and pamphlets relating to education is highly gratifying. The removal, however, to other quarters has been very damaging to it as well as to other office material. The value of the library and the demands upon it in the office work have become so great that I have withdrawn from other important work one of the clerks best informed in library matters, to arrange, classify, and catalogue the material already collected, in order that it may be more available for use in the investigations of the Office or of visitors.

Closely connected with the library are the collections of educational appliances. Often the sight of the plan of a building, or of an article of educational apparatus, will furnish a basis of judgment more correct than could be obtained from any description in words. The collection of these plans and appliances from foreign countries in the possession of the Office is already valuable. Indeed, a visitor may now obtain from the library and museum together information the acquisition of which might otherwise involve extensive travel.

TABLE XVI.—*Summary of statistics of additional public libraries for 1877.*

States.	Number of libraries.	Number of volumes.	Volumes added during last library year.	Volumes issued during last library year.	Amount of permanent fund.	Total yearly income.	Yearly expenditures.	
							Books, periodicals, and binding.	Salaries and incidentals.
California.....	1	734	36	1,650	.....	\$384	\$18	\$362
Connecticut.....	2	929	67	2,800	.....	430	80	212
Illinois.....	4	6,959	2,565	16,006	\$64,000	5,089	649	1,583
Iowa.....	4	7,067	2,086	5,342	500	2,002	865	1,081
Kansas.....	2	2,952	390	17,419	.....	680	300	.....
Maine.....	3	649	89	2,225	.....	62	114	.....
Maryland.....	1	2,800	.....	.....	0	315	165	150
Massachusetts.....	11	11,844	2,384	25,750	7,000	43,314	3,590	20,307
Michigan.....	2	2,841	3	9,772	.....	708	252	266
New Hampshire.....	1	.....	.....	.....	1,000	.....	.....	.....
New Jersey.....	4	12,603	232	12,401	32,200	4,199	3,010	19,900
New York.....	1	5,963	.....	.....	30,000	2,115	.....	800
Ohio.....	2	6338	347	.....	.....	400	100	275
Pennsylvania.....	4	6,565	3,168	11,389	6,300	4,406	2,149	2,022

a Only 4 reporting this item.

b Only 1 reporting this item.

PUBLIC LIBRARIES.

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TABLE XVI.—*Summary of statistics of additional public libraries for 1877*—Continued.

States.	Number of libraries.	Number of volumes.	Volumes added during last library year.	Volumes issued during last library year.	Amount of permanent fund.	Total yearly income.	Yearly expenditures.	
							Books, periodicals, and binding.	Salaries and incidentals.
Rhode Island	1	12,172	1,865	31,768	\$92,750	.....	.....	.....
Tennessee	1	1,678	1,678	410	.....	\$210	\$172	\$2,405
Vermont	3	2,920	557	5,232	4,000	3,370	1,463	1,009
Wisconsin	1	2,563	635	19,440	0	1,726	875	579
Total	48	81,577	16,102	141,604	237,750	69,410	13,802	50,951

In order to make the statistical information in regard to public libraries as complete as possible for those who receive this report and did not receive the report for 1876, the following table is here reprinted:

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Statistics of additional public libraries numbering each 300 volumes or upwards

(Returns from the libraries named in this table were received)

	Name.	Location.	Librarian or secretary.
	1	2	3
1	American Association for the Advancement of Science.	.....	Frederick W. Putnam, secretary (office, Salem, Mass.).
2	American Medical Association.....	.....	William Lee, M. D. (address, 2111 Pennsylvania ave., Washington, D. C.).
3	American Social Science Association.....	.....	F. B. Sanborn, corresponding secretary (Concord, Mass.).
4	Los Angeles Public Library	Los Angeles, Cal. ....	.....
5	Waukegan Village Library Association	Waukegan, Conn.	Henry Johnson
6	Library Association	West Killingly, Conn.	Mary Dexter.....
7	Atlanta City Library	Atlanta, Ill.	George L. Shoals.....
8	Cambridge Public Library.....	Cambridge, Ill.	Miss Addie Dean
9	Young Men's Christian Ass'n Lib. .	Peru, Ill.	Henry Phillips.....
10	Frankfort Public Library.....	Frankfort, Ind.	R. G. Boone
11	Masonic Lib. Grand Lodge of Iowa.	Iowa City, Iowa	T. S. Parvin
12	Blue Rapids Ladies' Library Ass'n.	Blue Rapids, Kans.	Misses Hall and Dawes
13	Ellis Library Association	Ellis, Kans.	George C. Miller
14	Kansas State Historical Society.....	Topeka, Kans.	F. G. Adams, secretary.....
15	State Board of Agriculture	Topeka, Kans.	Alfred Gray (ex officio)
16	Deering Public Library	Deering (p. o., Woodford's), Me.	George C. Codman
17	Rice Public Library	Kittery, Me.	Miss A. A. P. Goodson.....
18	Portland Society of Natural History	Portland, Me.	John M. Gould, cor. secretary .
19	Catonsville Lib'y and Lit'y Ass'n .	Catonsville, Md.	D. P. Barnette
20	American Institute of Instruction ..	Boston, Mass. (16 Hawley st.).	Thomas W. Bicknell.....
21	Library of the American Statistical Association.	Boston, Mass. (1 Somerset st.).	R. W. Wood.....
22	Franklin Typographical Society's Library.	Boston, Mass. ....	.....
23	State Agricultural Library.....	Boston, Mass.	C. L. Flint.....
24	Turner Library	Boston, Mass. (29 Middlesex st.).	Leo Huegle
25	Hadley Young Men's Library Ass'n.	Hadley, Mass.	F. Bonney
26	North Amherst Library Association.	North Amherst, Mass.	F. P. Ainsworth.....
27	North Chelmsford Library	North Chelmsford, Mass.	Fred. T. Gay
28	First Parish Library	Petersham, Mass.	Dea. J. M. Holman
29	Turner Free Library	Randolph, Mass.	Charles C. Farnham.....
30	Revere Social Library	Revere, Mass.	David W. Stowers
31	Rowley Book Club	Rowley, Mass.	Frances S. Todd
32	South Adams Library Association ..	South Adams, Mass.	C. F. Sayles

¹ Public Libraries in the United States: Their History, Condition, and Management. Part I. Department of the Interior, Bureau of Education. Washington, 1876.

^a Volumes and pamphlets.

^b Total increase in last year in volumes and pamphlets.

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for 1876; from replies to inquiries by the United States Bureau of Education.

after the publication of the Special Report on Public Libraries.]¹

When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.		
						Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.	
4	5	6	7	8	9	10	11	12	13	
1848		Scientific	a1,500							1
1869	Free	Medical	a1,514	b500	0	\$0	\$0	\$0		2
1865		Scientific	c312							3
1872	Subscription	Social	1,000							4
1861	Subscription	Social	927	50	350	0	75	75	\$0	5
1854	Subscription	Social	1,400	70	2,250	0	75	75	0	6
1874	Free	Public	375	75		0	150	100	35	7
1876	Free	Public	300	150			200	200	0	8
1875	Subscription	Y. M. C. A.	464		418	0	127		13	9
1877	Free	Public	300			0				10
1844	Free	Social	1,500	100			350	200	200	11
1874	Subscription	Social	1,279	215	1,920		220			12
1874	Subscription	Social	400	100	228	0	120	120	0	13
1875	Free	Historical	500	d1,000		0	e1,500	1,000	500	14
1870		Scientific	400	125				75		15
1870	Subscription	Public	946	73	1,500	0	150	110	12	16
1874	Free	Public	1,027	450	1,026	30,000	1,200	700	400	17
1843		Scientific	f800							18
1877	Subscription	Social	543			0	1,000	d900	375	19
1840	Free	Scientific	850			0	0	0	0	20
1839		Scientific	2,053			2,500				21
1829	Free	Social	2,000	100	2,099		115	115	0	22
1853	Free	Scientific	2,500	100	0	0		50	0	23
1849	Free	Social	900	50	450	0	50	100	0	24
1856	Subscription	Social	1,164	50	2,000	0	100	100	0	25
1869	Free	Public	595	100	2,800	0	100	125	25	26
1872	Subscription	Social	1,288	70	2,298	0	67	47	64	27
.....	Free	Social	300	15	750		20	20		28
1876	Free	Public	4,650		d24,000	5,000	1,800		1,200	29
1894	Subscription	Social	327	0		0	0		0	30
1867	Subscription	Social	500	50	1,500	0	75	50	35	31
1863	Subscription	Social	970				80	67	39	32

c Also 2,000 pamphlets.
d Estimated.e State appropriation.
f Also, 4,300 pamphlets.

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Statistics of additional public libraries numbering one

	Name.	Location.	Librarian or secretary.
	1	2	3
33	Mutual Library Association	South Weymouth, Mass.	Alfred H. Wright.
34	Webster Library Association	Webster, Mass.	Edwin W. Brown
35	Wenham Library Association	Wenham, Mass.	J. Choate, Jr.
36	Williamsburgh Library Association	Williamsburgh, Mass.	William A. Hawks.
37	Williamstown Public Library	Williamstown, Mass.	Charles R. Foote.
38	Ann Arbor City Library	Ann Arbor, Mich.	Mrs. S. A. Crane.
39	East Saginaw Public Library	East Saginaw, Mich.	W. L. Smith.
40	Pent Water Township Library	Pent Water, Mich.	John Ripley
41	Ladies' Library	Quincy, Mich.	E. A. Barnes
42	Romeo Fire Department Library	Romeo, Mich.	M. P. Owen
43	Public School Library	Saginaw City, Mich.	C. A. Gower.
44	Floral Club Library	Austin, Minn.	Mrs. Dr. Wheat
45	Ironton Library Association	Ironton, Mo.	J. W. Wilkinson
46	Maryville Library and Lecture Ass'n	Maryville, Mo.	Fred. D. Snyder
47	Hampton Library Association	Hampton, N. H.	S. Albert Shaw.
48	Wolfborough Public Library Association.	Wolfborough, N. H.	Wm. C. Fox.
49	Hackensack Library and Reading Room.	Hackensack, N. J.	Mrs. A. Friend
50	Seymour Library Association	Auburn, N. Y.	R. B. Snow, secretary.
51	Hampton Library	Bridgehampton, N. Y.	John F. Youngs.
52	Cathedral Library of the Diocese of Long Island. ^b	Brooklyn, N. Y.	Rev. C. Ellis Stevens
53	Fredonia Library Association	Fredonia, N. Y.	Miss Fanny Dewitt
54	American Museum of Natural History.	New York, N. Y. (Central Park).	Prof. A. S. Bickmore, superintendent.
55	American Society of Civil Engineers.	New York, N. Y. (104 E. 20th st.).	G. Leverich.
56	Free Library and Reading Room of the Brick Church Chapel.	New York, N. Y. (228 W. 35th st.).	E. Jasper
57	Library of the New York Produce Exchange.	New York, N. Y. (Whitehall st.).	.....
58	Starr Institute	Rhinebeck, N. Y.	Samuel Drury
59	The Barnevelde Library	Trenton, N. Y.	Miss S. Richardson.
60	Pioneer Library	Lenoir, N. C.	G. W. F. Harper.
61	Cleveland Library Association	Cleveland, Ohio	A. P. Massey
62	Kirtland Society of Natural Sciences	Cleveland, Ohio	S. G. Williams, cor. secretary
63	Cincinnati Observatory	Mount Lookout, Ohio	Prof. Ormond Stone, director
64	South Amherst Library Association.	South Amherst, Ohio	Mrs. H. L. Shepard
65	Library of the Society of Natural Sciences.	Toledo, Ohio	E. H. Fitch, acting librarian.
66	Library of the Moravian Archives..	Bethlehem, Pa.	Rev. Edmund de Schweinitz
67	Darby Library Company	Darby, Pa.	Mary Taylor

^a Reorganized. ^b To be removed to Garden City when the Cathedral of the Incarnation is completed

^c For first five months.

^d Conchological section.

^e Also 3,300 unbound volumes.

PUBLIC LIBRARIES.

CXXXIX

300 volumes or upwards for 1876, &c.—Concluded.

When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.		
						Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.	
4	5	6	7	8	9	10	11	12	13	
1863	Subscription ..	Social	1, 079	50	3, 000	\$0	\$90	.....	\$75	33
1867	Subscription ..	Social	1, 148	45	4, 025	0	275	\$77	195	34
1858	Subscription ..	Social	520	20	400	0	25	23	2	35
1876	Subscription ..	Social	353	.....	.....	.....	.....	.....	.....	36
1874	Free	Public	1, 100	150	3, 500	0	210	150	60	37
1860	Free	Public	625	.....	3, 900	.....	.....	.....	.....	38
1875	Free	Public	4, 176	200	22, 500	.....	700	200	500	39
1863	Free	Public	448	100	3, 200	.....	150	150	52	40
1874	Subscription ..	Social	300	50	1, 100	0	30	50	35	41
1877	Free	Social	400	.....	.....	.....	.....	.....	.....	42
1867	Free	School	3, 000	200	20, 000	0	200	200	100	43
1869	Subscription ..	Social	640	92	800	0	150	100	50	44
1876	Subscription ..	Social	393	.....	.....	0	108	108	0	45
1876	Subscription ..	Social	500	.....	3, 215	.....	.....	700	50	46
1865	Subscription ..	Social	750	30	1, 227	0	70	40	30	47
1867	Subscription ..	Social	600	5	100	0	10	10	0	48
1870	Subscription ..	Social	1, 369	100	3, 000	0	600	100	500	49
1876	Subscription ..	Social .....	.....	.....	.....	30, 000	.....	.....	.....	50
1876	Subscription ..	Social	3, 510	.....	.....	10, 000	.....	.....	.....	51
1876	Free	Social	1, 000	.....	.....	0	0	.....	30	52
1876	Subscription ..	Social	700	.....	7, 200	.....	c361	c174	c136	53
.....	Free	Scientific	d1, 000	.....	.....	.....	.....	.....	.....	54
1852	Subscription ..	Scientific	e2, 200	275	0	9, 000	.....	.....	.....	55
1868	Free	Social	2, 950	.....	6, 955	.....	.....	.....	.....	56
1872	Free	Miscellaneous ...	1, 350	250	0	0	0	300	0	57
1862	Subscription ..	Social	3, 233	.....	4, 928	.....	100	.....	400	58
1875	Subscription ..	Social	1, 280	70	1, 000	0	120	80	40	59
1875	Subscription ..	Social	455	225	1, 954	0	329	329	0	60
1848	Subscription ..	Social	12, 000	400	20, 000	326, 000	5, 000	1, 000	1, 600	61
1860	.....	Scientific	437	.....	.....	.....	.....	.....	.....	62
.....	Free	Scientific	1, 500	.....	.....	.....	.....	.....	.....	63
1866	Subscription ..	Social	350	50	.....	.....	40	.....	.....	64
1870	Free	Scientific	300	150	.....	0	0	.....	0	65
1743	.....	Historical	f1, 500	.....	.....	.....	.....	.....	.....	66
1743	Subscription ..	Social	4, 000	150	7, 000	0	650	200	450	67

f Volumes and pamphlets; the library also contains about 1,000 manuscripts.

Statistics of additional public libraries number

	Name.	Location.	Librarian or secre
	1	2	3
68	St. Timothy's Workingmen's Club and Institute.	Philadelphia, Pa. (Roxborough).	I. Vaughan Merrick..
69	Young Men's Library.....	Sewickley, Pa.....	Miss Sadie Ague.....
70	Titusville Library Association.....	Titusville, Pa.....	William J. Carpenter
71	The Rogers Free Library ^b	Bristol, R. I.....	Rev. Jas. P. Lane, sec.
72	Crompton Free Library.....	Centreville, R. I.....	Miss Clara Bartlett ..
73	Library of the Juvenile Society.....	Peacham, Vt.....	John O. Cowles
74	Augusta Law Library	Staunton, Va.....	Meade F. White
75	Y. M. C. A. Circulating Library	Staunton, Va.....	William Stiff.....
76	Stevens Point Library Association..	Stevens Point, Wis	Julia E. Curran

^a Estimated.

PUBLIC LIBRARIES.

CXLI

300 volumes or upwards for 1876, &c.—Continued.

When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.		
						Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.	
4	5	6	7	8	9	10	11	12	13	
1873	Subscription ..	Social	900	200	900	\$1,666	\$450	\$150	.....	68
1873	Subscription ..	Social	1,000	.....	1,506	0	700	320	\$380	69
1877	Subscription ..	Social	1,000	.....	.....	3,000	a1,500	1,000	850	70
1877	Free	Public .....	.....	.....	.....	.....	600	.....	.....	71
1876	Free	Public	2,075	802	10,750	0	400	.....	275	72
1810	Subscription ..	Social	1,200	50	4,900	1,000	60	60	25	73
1852	Subscription ..	Law	1,440	30	.....	0	220	220	0	74
1876	Subscription ..	Y. M. C. A.	844	146	2,200	0	.....	.....	350	75
1866	Subscription ..	Social	800	100	2,400	0	225	100	75	76

• Not yet open; building not completed. •

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Adding the totals of the two preceding summaries to the statistics of the Special Report on Public Libraries, published by this Bureau in 1876 (see also the Report of the Commissioner of Education for 1875, p. cvii), we have the following aggregates for the 3,771 public libraries now reported:

Total number of volumes	12, 458, 050.
Total yearly additions (1,592 libraries reporting).....	457, 824
Total yearly use of books (811 libraries reporting)	9, 206, 782
Total amount of permanent fund (1,746 libraries reporting).....	\$6, 761, 497
Total amount of yearly income (919 libraries reporting).....	1, 399, 113
Total yearly expenditures for books, periodicals, and binding (843 libraries reporting).	586, 279.
Total yearly expenditures for salaries and incidental expenses (711 libraries reporting).	742, 275.

It should be noted, however, that the figures for these items are but approximately true for the libraries of the country, inasmuch as they do not include the very considerable increase of the 3,647 libraries embraced in the Special Report on Public Libraries or the increase of the 76 libraries embraced in the Commissioner's Report for 1876, from the dates thereof to the present time.

EARLY AMERICAN LIBRARIES.

The Special Report on Public Libraries, chapter I, contains historical sketches of most of the important libraries formed in the colonial period. Sketches of a few additional libraries established before the Revolution were given in my last annual report. To these should be added the following brief notices of early subscription or social libraries at Concord, Mass., and Brookfield, Mass.

Concord.—"There is a pretty library belonging to a company, the books of which were raised by subscription."—(A topographical description of the town of Concord, Mass., in 1792. In the Massachusetts Historical Society's Collections, first series, vol. 1.)

Brookfield.—"Several gentlemen of learning, taste, and benevolence among us are endeavoring to promote and encourage improvements, and a social library is beginning to exist in the first precinct."—(A description of the town of Brookfield * * * in addition to the account which is given in the Historical Discourse (A. D. 1775) relative to the Settlement of Brookfield of the Rev. Dr. Fiske. In the Massachusetts Historical Society's Collections, first series, vol. 1.)

TABLE XVII.—SCHOOLS FOR THE DEAF AND DUMB.

American philanthropists and educators may fitly congratulate themselves that our nation was the first to provide deaf-mutes with collegiate or superior instruction.

The National Deaf-Mute College at Washington is doing excellent work in all its departments. It has already furnished well trained deaf-mutes to several of the State institutions in which elementary and secondary instruction is imparted. This coördination in the responsibility of deaf-mute instruction is having a most beneficial effect upon the several institutions engaged in the work.

SCHOOLS FOR THE DEAF AND DUMB.

CXLIII

TABLE XVII.—*Summary of statistics of institutions for the deaf and dumb.*

	Number of institutions.		Instructors.		Number under instruction during the year.			Total number who have received instruction.	Number of graduates who have become teachers.
			Total number.	Number of semi-mutes.	Total.	Male.	Female.		
.....	1	6	0		50	30	20	170	.....
s.....	1	3	0		63	38	25	130	0
a.....	1	5	0		79	49	30	162	2
.....	1	2	0		26	12	14	30	0
cut.....	2	21	1		291	177	114	2,178	60
.....	1	4	2		85	45	40	277	3
.....	2	23	4		459	258	201	1,200	13
.....	1	16	3		363	223	140	1,158	19
.....	1	8			156	82	74	436	5
.....	1	6	0		115	54	61	178	0
y.....	1	5	1		111	55	56	636	11
a.....	1	3	0		40	24	16	218	4
d.....	2	10	2		120	75	45	213	3
usetta.....	2	15	1		147	75	72	267	1
a.....	1	13	2		286	153	133	663	.....
ta.....	1	6	4		103	68	35	187	2
ppi.....	1	3	1		50	25	25	85	.....
i.....	1	11	2		230	127	103	598	5
a.....	1	4	0		55	30	25	78	0
rk.....	7	72	7		1,104	601	503	3,431	72
arolina.....	1	14	1		113	55	58	.....	6
.....	2	25	6		533	299	234	1,680	.....
.....	1	3	1		28	15	13	43	0
vania.....	2	24	3		471	270	201	1,864	11
arolina.....	1	3			147			.....	.....
ee.....	1	5	0		100	52	48	.....	.....
.....	1	4	1		56	37	19	148	1
b.....	1	18	1		107	68	39	473	6
irginia.....	1	5	1		66	30	27	126	0
sin.....	1	10	3		182	113	69	483	.....
of Columbia.....	1	9	3		107	94	13	350	30
otal.....	43	346	50		5,743	3,243	2,453	17,522	254

ee of these are mutes.

b Including those in the departments for the blind.

c Since reorganization in 1871.

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TABLE XVII.—*Summary of statistics of institutions for the deaf and dumb—Continued.*

States.	Libraries.		Property, income, &c.			
	Number of volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	State appropriation for the last year.	Income for the year from tuition fees.	Expenditure for the year.
Alabama.....	500	.....	a\$50,000	a\$18,000	\$0	a\$13,500
Arkansas.....	0	.....	35,000	b4,000	0	10,000
California.....	.....	.....	a200,000	a36,000	900	c34,420
Colorado.....	50	10	15,000	d7,000	0	7,000
Connecticut.....	2,200	100	250,000	.....	41,287	54,460
Georgia.....	800	0	35,000	12,000	0	14,607
Illinois.....	3,000	500	416,432	e99,500	.....	89,816
Indiana.....	3,050	15	650,000	65,884	0	65,884
Iowa.....	600	100	121,500	f48,350	0	f55,000
Kansas.....	150	.....	35,000	22,000	0	22,000
Kentucky.....	600	25	150,000	20,972	.....	20,869
Louisiana.....	300	0	225,000	15,000	0	8,000
Maryland.....	2,000	.....	270,000	38,000	605	37,834
Massachusetts.....	635	.....	135,000	13,125	3,153	25,239
Michigan.....	a1,200	0	a400,000	a43,500	0	a43,260
Minnesota.....	700	20	110,000	21,800	0	21,000
Mississippi.....	100	0	40,000	11,000	0	11,000
Missouri.....	600	0	105,000	40,500	0	32,711
Nebraska.....	436	126	40,000	12,980	0	9,000
New York.....	4,107	321	620,615	g139,627	h127,632	250,267
North Carolina.....	200	.....	a100,000	a42,500	0	a42,500
Ohio.....	2,500	100	800,000	84,299	0	85,499
Oregon.....	0	.....	0	6,000	0	.....
Pennsylvania.....	5,015	13	500,000	49,817	79,817	94,073
South Carolina.....	.....	.....	a50,000	a6,000	.....	.....
Tennessee.....	.....	.....	125,000	24,000	0	22,297
Texas.....	300	75	40,000	14,720	0	13,143
Virginia.....	a1,700	26	a175,000	a40,000	.....	a36,179
West Virginia.....	350	0	a65,000	a28,000	0	25,084
Wisconsin.....	1,000	.....	100,000	31,500	0	31,500
District of Columbia.....	3,000	150	600,000	i117,525	1,911	53,292
Total.....	35,093	1,581	6,458,547	1,113,599	255,305	1,220,434

a Including departments for the blind.

b For salaries and contingent expenses; \$150 are allowed for each pupil in attendance.

c Current expenditure for both departments; excludes expenditure for building.

d From State tax.

e Includes \$20,500 for special purposes.

f Includes \$20,000 for building.

g Also \$7,383 from counties.

h Partially from other sources.

i Congressional appropriation, of which \$69,525 were for building.

The deaf-mute instructor is necessarily a "specialist." To bring an unfortunate pupil, hitherto isolated and expressionless, into intelligent communication with the world is the obligation that rests upon him. Naturally, "What language shall be employed?" becomes the question of questions in his work. That accumulation of recorded experiments which furnishes the ordinary teacher a practical test of every theory upon any matter of his profession is of little advantage in deaf-mute instruction, which belongs virtually to the present day. Fortunately, however, the teachers engaged in the work have established the freest interchange of opinion and experience; so that whatever is gained by one becomes immediately available for all; the most important means of this interchange are the "conventions." The prominence given to the discussion of methods in the biennial convention of the Empire State Association of Deaf-Mutes, held at Elmira, N. Y., in September, 1877, and in the Conference of English Instructors, London, July, 1877, must be attributed not merely to the importance of the subject, but, in some degree, to the impulse imparted to language study in general through the labors of specialists, to the increased attention given to vocal culture in ordinary schools, and to the experiments made by Edison and Bell in the hope of devising some apparatus for the assistance of the deaf.

From reports of twenty-six institutions in our own country it appears that the sign language is taught in all, while fifteen employ also articulation teachers; and three, viz, the Institution for the Improved Instruction of Deaf-Mutes, of New York, the Clarke Institution for Deaf-Mutes, at Northampton, Mass., and the Horace Mann School for the Deaf (formerly the Boston Day School for Deaf-Mutes), make articulation a specialty. In short, the schools in our country are not limited to either system, but endeavor to take advantage of both.

The following considerations, taken from an article by Dr. I. L. Peet, in the last annual report of the New York Institution for the Instruction of the Deaf and Dumb, embody the reasons that have led American instructors generally to prefer the manual method for the instruction of deaf-mutes as a class:

1. All the cases of success that have been so marked as to attract public attention, either at home or abroad, in the more recent or more remote periods of the existence of the art, from Bonet to Bell, have been the results of devoted individual attention.
2. The underlying principle controlling all theories, methods, and regulations in organized schools which have grown out of public and private beneficence should be "the greatest good to the greatest number."
3. With the loss of hearing as the receptive faculty comes the loss of speech as the expressive. The congenital deaf-mute naturally thinks in pictures. Pictorial forms, therefore, constitute his method of expression. Then, as alphabetic language becomes the vehicle of his thoughts, he is in possession of that mode which constitutes at present the most important feature in the commerce of ideas.
4. That instruction in articulation has the effect of retarding the acquisition of alphabetic language, and of detracting from the vigor of mind essential thereto, is apparent when we consider (a) that the pupil does not, as in either of the other methods of expression, have an appreciative consciousness of the effect he is producing; (b) that the methods employed to impart skill in articulation are burdensome to both teacher and pupil; (c) that it consumes a great deal of time that can ill be spared from the more important work of becoming familiar with the hidden meaning and idiomatic use of words and phrases; and (d) that in the most satisfactory cases it does not facilitate the enjoyment by the deaf-mute of mixed society.

For both the semi-deaf and semi-mutes Dr. Peet, in the article quoted, strongly advocates articulation. The advantages of the articulation system were presented very clearly before the conference in London by Mr. B. S. Ackers, whose exhaustive study of all systems is due to the sad circumstance of the deafness of his own daughter. Through the devoted efforts of Mr. Ackers, a training school for articulation teachers is soon to be opened in England. The school will be under the charge of Mr. A. A. Kinsey, who spent twelve months in Germany studying the methods of the best articulating schools, and subsequently visited the leading institutions of this country and studied Professor Bell's system of "visible speech."

In Spain and Italy remarkable success has attended instruction in articulation, as is set forth in an article by *Don Carlos Nebréda y Lopez*, director of the National College

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for the Deaf and Dumb and the Blind at Madrid, which was read before the second convention of articulation teachers, held at Worcester, Mass., in 1874, and in an article by Rev. Giulio Tarra, in the report of the committee for the education of poor deaf-mutes in the province of Milan, Italy, for the year 1874-75. In this institution only "the pure oral intuitive method" is employed; Rev. Giulio Tarra is the principal.

The question of the relative importance of the sign language, the manual alphabet, and articulation has entered this year largely into all the literature of deaf-mute education. In the January and April numbers of the *American Annals* appeared the translation of an article by Maxime Du Camp, entitled "The National Institution at Paris," which article was published originally in the *Revue des Deux Mondes*. The writer raises decided objection to both the manual alphabet and articulation methods. His objections to the latter are ably met in a work entitled "*Quelques mots sur la méthode d'articulation*," by J. Hugentobler, director of the Institution for Deaf-Mutes at Lyons. The subject is also fully discussed in the report prepared for the Massachusetts exhibit in the Philadelphia Exhibition.

The course of study in the deaf-mute institutions in the various States corresponds to that in the public schools, with the addition of industrial training. The necessity of the latter is too evident to admit of discussion, but a perplexity has arisen therefrom: it frequently happens that, as soon as the poorer parents find their children able to earn even a pittance, they keep them from school to secure their slight assistance. The difficulty is not easily met; on the one hand are the positive needs of the parents, on the other is the permanent injury to the children and to society. It is one of the many conditions bearing upon the question of compulsory education.

The subject of church work among the deaf and dumb was selected for discussion by the managing committee of the Church Congress held at Staffordshire, England, October 6, 1875. Two able papers were read: one by Rev. Samuel Smith, chaplain of the Royal Association in Aid of the Deaf and Dumb, London; the other by Dr. D. Buxton, F. R. S. L. They set forth the history of the efforts since 1822, the increase of public interest, and the gradual systematizing of this branch of christian activity. Recent accounts indicate an advance since 1875.

The report for 1876 of the Church Mission to Deaf-Mutes in our own country shows that in spite of commercial embarrassments the year was a successful one for this enterprise. The Philadelphia mission, under the immediate direction of Rev. H. W. Syle, has proved very efficient. Peculiar interest attaches to this branch of the mission from the fact that Rev. H. W. Syle was ordained a deacon in the Protestant Episcopal Church in Philadelphia, October 8, 1876, which is supposed to be the first instance in the history of the world of the admission to holy orders of a person deprived of hearing and speech. On the 25th of January, 1877, Mr. A. W. Mann was ordained in Grace Church, Cleveland, Ohio. Mr. Mann continues to labor among the deaf-mutes of the West, under the direction of the Church Mission.

The records of the various institutions for deaf-mutes present the fullest data attainable concerning the causes of deafness and of muteness, and are attracting the careful attention of social scientists; thus the work undertaken for a limited class has its reflex influence upon society in general.

TABLE XVIII.—SCHOOLS FOR THE BLIND.

Additional statistics in reference to schools for the blind will be found in Table XVIII of the appendix.

SCHOOLS FOR THE BLIND.

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TABLE XVIII.—*Summary of statistics of schools for the blind.*

States.	Number of schools.	Number of instructors and other employes.	Number of blind employes and workmen.	Number of pupils.	Number of pupils admitted since opening.	Libraries.	
						Number of volumes.	Increase in the last school year.
Alabama.....	1	2	0	12	45	100	0
Arkansas.....	1	12	5	32	119	675	.....
California.....	1	a28	0	29	89	120	23
Georgia.....	1	6	4	63	173	1,000	.....
Illinois.....	1	32	0	121	567	770	60
Indiana.....	1	27	3	110	572	1,000	.....
Iowa.....	1	32	8	114	400	900	350
Kansas.....	1	6	.....	42	.....	99	20
Kentucky.....	1	20	6	95	374	1,000	350
Louisiana.....	1	8	3	30	40	100	9
Maryland.....	2	23	10	66	b29	171	23
Massachusetts.....	1	46	30	128	933	2,454	152
Michigan.....	1	63	0	45	.....	(c)	.....
Minnesota.....	1	3	0	13	38	160	0
Mississippi.....	1	11	2	26	.....	255	45
Missouri.....	1	7	2	108	.....	.....	.....
Nebraska.....	1	.....	.....	.....	.....	.....	.....
New York.....	2	70	39	373	1,602	1,075	25
North Carolina.....	1	(c)	6	95	.....	400	400
Ohio.....	1	55	5	154	952	.....	.....
Oregon.....	1	3	0	10	18	100	0
Pennsylvania.....	1	38	26	177	959	900	100
South Carolina.....	1	a5	1	a47	.....	(c)	(c)
Tennessee.....	1	10	5	62	187	1,006	.....
Texas.....	1	8	.....	64	.....	.....	.....
Virginia.....	1	7	2	42	229	1,600	.....
West Virginia.....	1	a14	2	29	45	100	0
Wisconsin.....	1	21	3	92	270	1,240	40
Total.....	30	566	162	2,179	7,701	15,225	1,603

a For both departments.

b Only one institution reported this item.

c Reported with deaf and dumb department. (See Table XVII and summary.)

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TABLE XVIII.—*Summary of statistics of schools for the blind—Continued.*

States.	Property, income, &c.				
	Value of grounds, buildings, and apparatus.	Amount of State or municipal appropriation for the last year.	Receipts from other States and individuals for the last year.	Total receipts for the last year.	Total expenditure for the last year.
Alabama	(a)	(a)	\$0	b\$18,000	(a)
Arkansas	\$30,000	\$9,500	0	11,490	\$10,845
California	(a)	(a)	31,000	c157,000	(a)
Georgia	75,000	13,500	292	13,792	13,600
Illinois	140,000	30,117	1,280	31,397	27,001
Indiana	500,000	31,542	0	34,062	32,208
Iowa	300,000	11,997	480	58,828	58,013
Kansas	40,000	10,130	0	10,130	10,130
Kentucky	100,000	20,235	.....	34,140	22,125
Louisiana	d800	6,000	0	5,400	4,800
Maryland	195,000	11,925	4,970	26,011	25,872
Massachusetts	299,410	30,000	17,944	70,473	58,163
Michigan	(a)	(a)	.....	b43,500	(a)
Minnesota	30,000	.....	.....	4,500	4,500
Mississippi	15,000	10,000	0	10,000	9,500
Missouri	100,000	21,000	0	.....	.....
Nebraska .....	.....	.....	.....	.....	.....
New York	699,702	90,321	14,577	244,901	247,000
North Carolina	(a)	(a)	b240	b42,740	(a)
Ohio	500,000	e70,000	.....	70,000	50,824
Oregon	d1,000	4,000	0	4,000	4,300
Pennsylvania	190,000	30,000	7,288	71,648	74,912
South Carolina	(a)	(a)	.....	.....	.....
Tennessee	90,000	17,000	0	17,000	22,000
Texas .....	.....	17,180	0	17,180	16,923
Virginia	(a)	(a)	.....	.....	(a)
West Virginia	(a)	(a)	12,401	40,401	37,400
Wisconsin	185,000	f10,500	.....	.....	17,301
Total	3,490,912	462,947	90,472	1,036,593	747,416

a Reported with deaf and dumb department.
(See Table XVII and summary.)

b For both departments.

c Includes \$90,000 for buildings.

d Value of the apparatus only, and does not include that of grounds or buildings.

e Includes amount appropriated for new buildings.

f \$2,500 were for special purposes.

It cannot be doubted that the work of the educator is too much removed from public notice, isolated from popular sympathy as if still doomed to the traditional obscurity of the cloister. If this is true of education in general, how much more so of the efforts made to train the unfortunate classes. We raise imposing structures and multiply ingenious apparatus for the deaf and blind, but the laborious process which gives them purpose we neglect.

We slight the precious kernel of the stone,
And toil to polish its rough coat alone.

Public men may do much to discourage such indifference and, by the example of *their personal attention*, draw to the work the public interest for which it languishes.

The immediate advantage of such direct notice on the part of representative men is forcibly suggested by the visit of the President of the United States and party to the Kentucky Institution for the Blind at Louisville. Everything had been done to give full expression to the spirit of the occasion. It was not simply that the school was in holiday attire and that voices and instruments made joyous melody, but the importance of the visit naturally prompted a retrospect of the cause represented — an exercise always inspiring, and doubly so when the work reviewed is noble in its purpose but necessarily drudging in its methods.

In his address of welcome, President Bell called attention to the following interesting particulars of the history of instruction for the blind: One hundred years have not elapsed since Valentin Haüy opened the first school for the blind in Paris. His discovery that the tactile sense in the fingers could be converted into an excellent substitute for eyes and his later discovery of how to make embossed letters, lie at the foundation of all useful means for instructing the blind. Institutions for the blind made slow progress in Europe, but they have multiplied rapidly in the United States, numbering at present twenty-nine, of which six are under the superintendence of blind men. Mr. Bell also briefly outlined the work of the American Printing House for the Blind, the only chartered institution for printing for the blind in the world. It is much the largest in its productions and much the most varied in the character of its works, being the only printing establishment of its kind in the world that runs its press by steam. The press was invented for this company, and has no equal; the devices for work are unique. When the enterprise began, the price of stereotyping was \$5 a page; now, through the inventions of the superintendent, Mr. Huntoon, the work is done at a cost of ten cents a page. The stereotype plate may be made from a paper page or may consist of a brass plate, which costs but a small sum and requires little room for storage.

In response the President expressed his hearty appreciation of the general work and of the prosperity of this individual institution, and was turning to introduce a gentleman of the Cabinet when Professor Huntoon led forth a little blind boy, scarcely more than an infant in years, who presented a bouquet to Mrs. Hayes. The incident gave touching emphasis to the meaning of the assembly. The members of the Cabinet present, Secretaries McCrary, Key, and Evarts, expressed in turn their pleasure on the occasion. Mr. Evarts said: "Almost all that the world see with their eyes, in order that they may comprehend with their minds, you succeed in comprehending with your mind through the arts and skill, the patience and love, of your more fortunate fellow-citizens; there is some reason why the reflections, the sentiments, the opinions, and declarations of the blind may give some instruction to those whose eyes are often misled in the glare of the sunshine and open day."

TABLE XIX.—GIFTS AND BEQUESTS TO EDUCATION.

The following summaries show for what objects, to what kinds of institutions, and in what States the large sum of three millions of dollars was given or bequeathed for educational purposes in 1877.

The amount is nearly one million seven hundred thousand dollars less than that for 1876. Here the influences of the business depression and probably of the recent exciting political contest over the Presidency are shown.

Of the total amount, nearly one million three hundred thousand dollars were given to universities and colleges, and about six hundred and fifty thousand dollars to scientific and professional schools. Of this latter amount, schools of law received only \$10,000, and medical schools only \$22,000.

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TABLE XIX.—Statistical summary of benefactions for 1877, by States.

States and Territories.	Total.	Universities and colleges.	Schools of science.	Schools of theology.	School of law.	Schools of medicine.	Institutions for the superior instruction of women.
Alabama	\$10,600						
Arkansas							
California	53,639	\$2,139		\$10,000			
Colorado	3,000	2,000					
Connecticut	105,078	27,301			\$10,000	\$5,000	
Delaware	6,100						\$5,00
Florida	300						
Georgia	39,290	20,000	\$5,200				
Illinois	140,925	53,091	724	20,300			
Indiana	109,200	4,200	105,000				
Iowa	75,965	45,291		3,250			
Kansas	8,400	8,400					
Kentucky	53,400	11,450		24,750			7,70
Louisiana	60,240	60,000					
Maine	72,800	1,500		6,300			50,00
Maryland							
Massachusetts	321,847	233,839	6,000	600			17,00
Michigan	18,036	17,264				127	
Minnesota	40,193	2,140		19,053			
Mississippi	2,373			1,500			
Missouri	183,003	117,440	41,000			2,000	20,00
Nebraska	5,550	5,550					
Nevada							
New Hampshire	46,850	15,000					11,00
New Jersey	404,119		2,900	257,519			
New York	393,787	182,307		30,892	150	8,697	4,99
North Carolina	3,620						
Ohio	192,402	137,619		2,400		6,400	35,64
Oregon	11,750	1,000					
Pennsylvania	196,866	144,100	1,500	39,039			
Rhode Island	117,750						
South Carolina	43,728	15,000					
Tennessee	18,531	7,360		376			
Texas	27,060	25,000					2,00
Vermont	22,776						10,60
Virginia	169,081	130,000	38,881		200		
West Virginia							
Wisconsin	25,839	5,000					10
District of Columbia	150					150	
Utah	31,008						
Washington							
Total	3,015,256	1,273,991	201,205	415,979	10,350	22,374	163,97

EDUCATIONAL BENEFACTIONS.

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TABLE XIX.—*Statistical summary of benefactions, by States—Continued.*

States and Territories.	Preparatory schools.	Institutions for secondary instruction.	Libraries.	Institutions for the deaf and dumb.
Alabama.....		\$10,600		
Arkansas.....				
California.....		9,500		\$32,000
Colorado.....		1,000		
Connecticut.....	\$50,000	6,000		6,777
Delaware.....		1,100		
Florida.....		300		
Georgia.....		14,000		
Illinois.....		360	\$66,510	
Indiana.....				
Iowa.....		26,927	497	
Kansas.....				
Kentucky.....		9,500		
Louisiana.....		240		
Maine.....	15,000			
Maryland.....				
Massachusetts.....	1,078	46,411	16,919	
Michigan.....		500	145	
Minnesota.....		19,000		
Mississippi.....		873		
Missouri.....		2,563		
Nebraska.....				
Nevada.....				
New Hampshire.....	15,050	5,800		
New Jersey.....	55,000	35,700	53,000	
New York.....	1,000	122,495	30,320	12,990
North Carolina.....		620		3,600
Ohio.....	935	9,408		
Oregon.....		10,750		
Pennsylvania.....		8,950	3,277	
Rhode Island.....	23,000	2,000	92,750	
South Carolina.....	4,000	24,728		
Tennessee.....		10,795		
Texas.....		60		
Vermont.....	55	6,600	5,521	
Virginia.....				
West Virginia.....				
Wisconsin.....	6,000	14,739		
District of Columbia.....				
Utah.....		81,008		
Washington.....				
Total.....	171,118	432,557	268,939	54,767

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TABLE XIX.—*Statistical summary of benefactions to institutions of various kinds for 1877.*
Continued.

Institutions.	Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	Aid for indigent students.	Libraries and museums.
Universities and colleges...	\$1, 273, 991	\$664, 700	\$226, 241	\$202, 800	\$30, 900	\$63, 100	\$86, 2
Schools of science.....	201, 205	176, 365	10, 468	.....	13, 648	.....	7
Schools of theology.....	415, 979	246, 222	110, 943	20, 592	29, 295	7, 727	1, 2
School of law.....	10, 350	200	.....	.....	150	.....	10, 6
Schools of medicine.....	22, 374	20, 247	2, 127	.....	.....	.....	.....
Institutions for the superior instruction of women.	163, 976	130, 200	28, 212	.....	1, 200	.....	4, 3
Preparatory schools.....	171, 118	113, 358	55, 935	.....	1, 055	.....	7
Institutions for secondary instruction.	432, 557	301, 488	116, 758	.....	2, 880	10, 636	7
Libraries.....	268, 939	.....	5, 510	.....	.....	.....	263, 4
Institutions for the deaf and dumb.	54, 767	51, 767	.....	.....	.....	.....	3, 0
Total.....	3, 015, 256	1, 704, 547	556, 194	223, 392	79, 128	81, 463	370, 5

TABLE XX.—EDUCATIONAL PUBLICATIONS.

The following is a summary of the selected list of books published during the year 1877 which forms Table XX of the appendix to this report. To many persons the book list, appearing year by year, has proved of great value as a guide to reading and private study. It will also be found a useful purchasing list for the numerous small libraries which are springing up so abundantly since the publication of the Special Report on Public Libraries by this Office in 1876.

TABLE XX.—*Summary of the number of educational publications.*

Number of firms in—		Number of books on—	
California	2	Archæology, fine arts, and music...	3
Connecticut	2	Bibliography and literature	3
Illinois	5	Dictionaries and encyclopædias .....	.....
Kentucky	1	Education	4
Maryland	1	General science.....	3
Massachusetts	18	Geography .....	.....
Michigan	2	History	3
Missouri	2	Language	4
New Hampshire	2	Law	1
New York	46	Mathematics	3
Ohio	6	Mechanics and physics	2
Pennsylvania	13	Medicine and surgery	3
Tennessee	1	Natural history	2
Virginia	3	Philosophy and logic	1
Wisconsin	1	Political and social science	1
District of Columbia	1	Theology and religion	3
Total	106	Total	43

EDUCATIONAL BENEFACTIONS.

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TABLE XXI.—SCHOOLS FOR THE FEEBLE-MINDED.

Eleven schools for feeble-minded children report 355 instructors and 1,781 pupils, an average of five to the teacher.

This fact alone is significant of the peculiarly difficult nature of the work. Nothing but unflinching interest and unflagging industry can accomplish much.

TABLE XXI.—Summary of statistics of schools for feeble-minded youth.

Name.	Number of instructors and other employes.	Number of inmates.			Number dismissed improved since opening.	Income.	Expenditure.
		Male.	Female.	Total.			
1 Connecticut School for Imbeciles.....	12	48	36	84	.....	\$14,975	\$14,975
2 Illinois Asylum for Feeble-minded Children	50	103	79	182	204	58,000	58,000
3 Iowa Asylum for Feeble-minded Children.....	16	62	38	100	2	15,000	18,000
4 Kentucky Institution for Educating Feeble-minded Children.	22	67	60	127	.....	26,000	26,000
5 Private Institution for the Education of Feeble-minded Youth (Barre, Mass.).	.....	57	19	76	128	.....	36,485
6 Massachusetts School for Idiotic and Feeble-minded Youth.	21	53	35	88	.....	25,000	25,000
7 Hillaide School for Backward and Feeble Children (Fayville, Mass.).	9	8	1	9	10	.....	.....
8 Idiot Asylum, Randall's Island, N. Y.....	4	88	61	149	53	.....	.....
9 New York Asylum for Idiots	56	148	119	267	.....	46,810	47,967
10 Ohio State Asylum for Idiots	104	271	180	451	201	70,178	77,589
11 Pennsylvania Training School for Feeble-minded Children.	61	147	101	248	458	57,535	52,725
Total	355	1,052	729	1,781	1,050	322,498	356,741

TABLE XXII.—SUMMARY OF PATENTS FOR IMPROVEMENTS IN SCHOOL FURNITURE.

The following summary shows the patents granted by the Government for inventions of school furniture and appliances during the year:

TABLE XXII.—Summary of patents for improvements in school furniture.

From Connecticut	3	From New York.....	18
Georgia	1	Ohio	4
Illinois	3	Pennsylvania	3
Indiana	2	Tennessee	1
Iowa	1	Virginia	1
Kentucky	1	Wisconsin	4
Maine	1	District of Columbia.....	1
Massachusetts	5	Foreign	3
Michigan.....	1		
Missouri.....	1	Total.....	58
New Jersey.....	4		

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TABLE XXII.—*Summary of patents for improvements in school furniture*—Continued.

Improvements in—			
Adding machine	1	Educational toy	1
Adding pencil	1	Folding seat for school desks	1
Apparatus for teaching arithmetic	1	Fountain pen	1
Apparatus for teaching spelling	1	Fountain pen holder	1
Attachment to parallel rulers	1	Galvanic battery	1
Blackboard	1	Geographical clock	1
Blackboard eraser	1	Gymnastic apparatus	1
Blackboard rubber	1	Orthographic and numerical frame	1
Book-cover protector	1	Paint pencil or crayon	1
Blotter and ruler combined	1	Paper folder and cutter	1
Chart for object teaching	1	Parallel ruler	1
Combination writing instrument	1	Pencil sharpener	1
Combined blotter and paper clip	1	Pen-holding pencil-point protector	1
Combined blotting pad and ruler	1	Scholar's companion	1
Combined eraser and pencil	1	School chart	1
Combined erasive tip and pencil-point protector	1	School desk	1
Combined pencil holder and sharpener	1	School desk and settee	1
Combined pencil sharpener and point-protector	1	School desk seat	1
Combined slate and book carrier	1	School furniture	1
Combined slate and scholar's companion	1	School slate	1
Copybook	1	Slate	1
Copying book	1	Slate cleaner	1
Device for teaching musical transposition	1	Slate frame	1
Device for teaching penmanship	1	Slate-frame attachment	1
Draughtsman's instrument	1	Slatepencil sharpener	1
Drawing slate	1	Student's chair	1
Educational appliance	1	Ventilation and disinfection of buildings	1
Educational globe	1	Ventilator for building	1
		Writing desk	1
		Writing ink	1
		Total	58

EDUCATION IN FOREIGN COUNTRIES.

The documents and publications relating to education in foreign countries form a separate part of the library of the Office under the charge of the translator. The papers and periodicals received from other countries may be tabulated as follows:

	Dailies.	Weeklies.	Monthlies.
	Pages.	Pages.	Pages.
English	8	136	400
French	4	76	360
German	8	168	376
Dutch		16	
Italian			28
Total	20	336	1,164

This gives, on the average of 26 working days to a month, about 116 pages a day which the translator must carefully examine, making necessary notes and abstracts; and, if the English matter be deducted, a daily average of 72 pages of matter in other languages.

This statement, however, includes neither reports nor documents coming into the Office; what these add to the translator's work may be illustrated by a single example: during the month of October the Office received fifteen reports and treatises on education, filling 2,360 pages. These were written in German, Spanish, Italian, English, Dutch, and Latin, and embodied discussions and historical statements of great importance.

I here present a synopsis of educational facts drawn from the various periodicals, reports, and documents which have been received from foreign countries.

I.—EUROPE.

AUSTRIA-HUNGARY.—**A. AUSTRIA**, constitutional monarchy: Area, 115,905 square miles; population, 21,365,435. Capital, Vienna; population, 1,020,770. Minister of public instruction, C. von Stramayr.

Austria had, in 1875, 15,166 elementary schools, 235 of which were higher elementary schools; the lower elementary schools were attended by 2,065,100 pupils and the higher by 69,583. Only 66 per cent. of the school population receive instruction. The number of school rooms in Austria is 25,872, or less than two for each school-house.

Industrial schools.—Austria began the organization of industrial instruction at a later day than Germany, but she has developed it rapidly and with extraordinary success. While ranking among the first nations in Europe for the encouragement given to polytechnic education, Austria had no industrial school for the people. Establishments in the country were greatly in want of foremen. This stirred up public opinion to such a degree that the government had to establish a system of institutions for imparting instruction in trades and business to a large number of workmen and their children. The Realschulen were at first reorganized in such a way as to lead from polytechnic training to the higher special industries. Then, below the Realschulen designed for the middle class, schools were established more popular in character and more specially industrial, adapted to prepare foremen for different important branches of industry. Some of these are review schools (Fortbildungsschulen), and merely review the ordinary branches of school instruction with a view to their practical application, or impart this knowledge in connection with a more special course of preparation for apprenticeship; others devote themselves exclusively to preparation for apprenticeship, and still others assume as a preliminary an apprenticeship to some trade or branch of business.

Austria possesses three higher schools for weaving at Vienna, Reichenberg, and Brünn; 23 lower schools for weaving, 2 schools for lace making, a school and workshop for the whole group of mechanical industries at Klagenfurt, a school for building at Vienna, a special school for watchmaking at Vienna, and 15 schools for giving instruction in the arts of working in wood, marble, and ivory, 6 for instruction in making toys, 4 for instruction in making baskets and mats, and 7 for instruction in making arms and other articles of metal. Several of these institutions have been acknowledged a public benefit by the rural population of the empire. The schools for teaching woodcarving, for instance, have created a new kind of business in the mountainous districts of Bohemia, Austrian Silesia, and Moravia, where great quantities of cheap toys for children are manufactured. Even among the schools that give instruction in woodwork only, each is required by the government to specialize sufficiently to accommodate itself to the particular needs and resources of the region in which it is situated. In the Tyrol, the school of sculpture at Imst is specially designed to develop artistic cabinet work and ornamental furniture; at Innsbruck, the industrial school applies itself to figures; that at Mondsee, to groups of animals; that at St. Ulrich, to the sculpture of religious statues, and that at Wallern, to the commoner kinds of furniture and to cases for clocks.

HUNGARY, constitutional monarchy: Area, 118,172 square miles; population, in 1876, 15,502,455. Capital, Buda-Pesth; population, 270,473. Minister of public instruction, A. von Trefort.

Hungary had, in 1875, 11,743 communes, with 13,455,030 inhabitants and 15,387 schools; 13,831 of these schools were supported by religious communities and 1,556 by the state.

The school population was 2,149,597, of which number 1,452,090 attended the ele-

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mentary schools, 11,837 the advanced elementary schools, 22,057 the private schools, and 18,047 the Gymnasien and Realschulen. The school attendance has considerably increased since 1869. In that year only 47 per cent. of all the children of school age were at school, while in 1875 we find over 70 per cent. in attendance. The total number of teachers was 19,610, and their average salary 319 florins.

Of the 58 teachers' seminaries, 48 are for males and 10 for females. The total number of students in 1875 was 2,651, viz, 1,905 males and 746 females.

There are now 200 Kindergärten in Hungary and 5 seminaries for the training of Kindergarten teachers.

The 146 Gymnasien have 1,768 professors and 27,144 students. There are, besides, 35 Realschulen, with 431 professors and 8,086 students.

BELGIUM, constitutional monarchy: Area, 11,373 square miles; population, 5,336,636. Capital, Brussels; population, 384,848. Minister of the interior, C. Delcour; chief of the educational section, Léon Lebon.

The *Annuaire Statistique de la Belgique* for 1877 gives the following account of the present condition of education in the Kingdom of Belgium:

Primary education.—The number of primary schools was 5,520, or 1.23 for every 1,000 inhabitants, in 1851; and 5,856, or 1.08 for every 1,000 inhabitants, in 1875. The number of pupils was 487,148, or 10.8 per cent. of the inhabitants in 1851; and 669,192, or 12.4 per cent., in 1875.

The number of écoles gardiennes or salles d'asile (Kindergärten) increased from 406 in 1851 to 929 in 1875, and the number of pupils from 24,102 in 1851 to 97,382, or 404 per cent., in 1875.

The number of schools for adults was 990 in 1851 and 2,615 in 1875. These schools were attended by 158,060 pupils in 1851, and by 204,673 in 1875.

The total expenditure for primary schools was 2,651,639 francs in 1843 and 24,806,428 francs in 1875. Of the latter amount, 10,606,317 francs were paid by the government, 2,697,234 francs by the provinces, 8,871,536 francs by the communes, and the remainder was derived from school fees and from charitable contributions.

Of the 45,309 conscripts examined in 1876, 8,246 could neither read nor write, 2,015 could read only, 19,288 could read and write, 15,222 had received a higher education than those just mentioned, and 538 were not reported upon. From the foregoing it appears that 76.17 per cent. could read and write and that 4.45 could read only.

Secondary schools (écoles moyennes).—The number of these schools was 198 in December, 1875, viz: 10 royal athénées, 50 middle class schools supported by the state, 31 communal schools aided by the state, 3 exclusively communal schools, 84 schools under the direction of the clergy, and 20 private schools. The number of pupils in all these establishments was 17,881 in 1876, against 11,922 in 1860. The government contributed 1,443,447 francs to secondary schools in 1876.

Superior education.—Belgium has four universities, viz, two state universities and two free universities. The former are situated at Ghent and Liège, and the latter at Brussels and Louvain. The following table shows the number of students in each faculty of the universities at different periods:

Faculty of—	State universities.				Free universities.			
	Ghent.		Liège.		Brussels.		Louvain.	
	1839-'40.	1876-'77.	1839-'40.	1876-'77.	1839-'40.	1876-'77.	1839-'40.	1876-'77.
Philosophy and literature.	33	37	38	95	43	59	195	106
Sciences	74	54	45	174	37	117	80	198
Law	51	96	64	198	148	197	100	323
Medicine	67	82	81	163	51	242	62	296
Theology							44	134
<i>Total</i>	225	269	228	630	279	615	490	1,053

The expenditures of the two state universities amounted to 1,026,240 francs in 1876.

Schools of fine arts.—Belgium has an Academy of Fine Arts at Antwerp, with 1,661 pupils; 78 academies and schools of design in various localities, with 10,106 pupils; 2 large conservatories of music at Brussels and Liège, with 916 and 618 students; and 86 smaller conservatories and schools of music, with 7,905 pupils.

Military schools.—The military schools for training officers of the army and the regimental schools for the further instruction of common soldiers were attended by 6,345 pupils in 1875. There are, besides, courses for illiterate soldiers, which were attended by 7,914 individuals in 1875-76. The school for the children of soldiers, at Alost, had in December, 1875, 275 pupils.

Schools of agriculture, horticulture, and veterinary surgery.—These schools, which are state institutions, had, in 1876-77, 215 pupils, viz: The school of veterinary surgery at Brussels 96, the agricultural institute at Gembloux 61, the practical school of horticulture at Vilvorde 23, and the horticultural school at Ghent 35. These four institutions in 1875 issued 208 diplomas of capacity.

DENMARK, constitutional monarchy: Area, 14,553 square miles; population, 1,903,000. Capital, Copenhagen; population, 250,000.

Primary schools.—The number of primary country schools is 2,781; the number of male teachers, 2,929; the number of female teachers, 59; the number of children of school age, 200,761; the number of children attending public schools, 194,198; and the number of children attending private schools, 13,994; making the total number of children under instruction 208,192. The number of primary schools in cities is 113, with 422 male and 54 female teachers, and 23,353 pupils; 6,161 pupils attend the Real-schulen.

Teachers' seminaries.—Denmark has 5 teachers' seminaries, with 233 students.

Secondary schools.—The total number of secondary schools is 26, 15 of which are Gymnasien. The number of teachers is 314.

Superior education.—The University of Copenhagen has 60 professors and 1,250 students, 20 of whom are females. The university library contains 275,000 volumes.

Special education.—Denmark has for special education a royal veterinary and agricultural school, with 16 professors and about 200 students; a polytechnic school, with 13 professors and 150 students; 2 academies of fine arts, 1 technical school, 8 navigation schools, a military academy, and the usual institutions for the unfortunate.

FINLAND, a dependency of Russia: Area, 144,222 square miles; population, 1,857,035. Capital, Helsingfors; population, 34,579.

Reorganization of the schools.—An imperial decree of April 28, 1876, ordered the suppression of the Gymnasien, and their gradual combination with the recently established higher elementary schools, which received afterward the name of elementary institutes (alkaisopistot). In 1875 these institutes had 236 teachers and 2,420 pupils. There were besides several female schools, with 732 pupils.

FRANCE, republic: Area, 201,900 square miles; population, 36,102,921. Capital, Paris; population, 1,968,806; minister of public instruction, M. Bardoux.

Education at Paris.—The city of Paris has spent, since 1875, 25,000,000 francs for the improvement of the primary schools. There are now 140 schools for boys, 142 schools for girls, and 113 infant schools, with a total number of 117,946 pupils. Of these institutions, 141 are under the control of religious persons and 254 under lay teachers.

Teachers' examinations.—During the year 1876, 2,559 male candidates presented themselves for examination, of whom 1,758 failed to pass. The female candidates were more successful: of 4,548, more than one-half, 2,427, received diplomas.

New university.—The Association Protestante of Paris has resolved to establish an independent university (*université libre*) similar to those at Brussels and Madrid.

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Women at the university.—The dean of the faculty of medicine at the University of Paris states, in answer to an inquiry from the dean of an English medical school, that, since 1865, 32 women have entered the school. Of this number 9 have obtained diplomas and 23 are still at their studies. The nationality of the students was: English, 6; Russian, 12; and French, 5. The dean says that the conduct of these ladies has been blameless and their devotion to their studies remarkable.

New school law.—The following is an abstract of the project of a school law, prepared by the ministry of public instruction and laid before the assembly by M. Bardoux, minister of public instruction and fine arts:

ARTICLE I. Every commune has the right to establish absolute gratuity in her public schools.

ART. II. Communes which do not wish the assistance of the state for the establishment of free schools have to defray expenses for this purpose from their own resources.

ART. III. State subsidies are granted to communes in case the school tax does not suffice to cover the expenses for public instruction. The minimum of taxation shall be 4 centimes in the franc [of the taxes raised]; the maximum, 10 centimes.

ART. IV. As soon as absolute gratuity is established in a commune it must be applied to all her public schools without distinction. Under extraordinary circumstances the local authorities may, with the permission of the minister of public instruction, make a temporary exception to this rule.

ART. V. The mode of taxation for school purposes in communes which desire state subsidies under the present law shall be regulated by a special decree of the ministers in council.

ART. VI. The provisions of all former laws, as far as they are contrary to the present law, are hereby repealed.

School of art and manufacture at Paris.—This school is intended to qualify young men for special professions and trades, and to impart aptness, general intelligence, and a taste for seeking knowledge. The course of instruction is limited to three years, during which period it is obligatory. It includes lectures, daily examinations, drawing and graphic exercises, chemical manipulations, working in stone and wood, physics and mechanics, and the construction of buildings and other works. The students are, in addition, expected to visit the workshops and manufactories. They board and lodge at respectable private houses in the immediate vicinity of the school. Every year there are general examinations in each branch of science and art. The students of the third year are allowed to compete for diplomas, a programme of examination being made out for each specialty. The number of students annually entering the school is from 175 to 200.

Agricultural education.—France has, for agricultural education, a farm school in each department, a higher agricultural (central) school, and a national agronomic institute, a sort of normal school of agriculture. The farm schools are intended to furnish a good example of tillage to the farmers of the district and to form agriculturists capable of working intelligently as farmers or overseers. The schools are open to pupils of at least sixteen years of age who have received a good primary education. The officers or teachers selected and paid by the government are a director, a head workman, a nursery gardener, a veterinary surgeon, and several special assistants, such as shepherds, silk growers, &c. The special course extends through three years. The director works the farm school at his own risk, and must so conduct it as not only to give a good example of tillage but as profitable a return of crops as other farms. The farm schools were attended in 1876 by about 1,000 students.

GERMANY, constitutional empire: Area, 212,001 square miles; population, 42,727,360. Capital, Berlin; population, 264,858.

The different States which comprise the German empire contain 60,000 popular schools (Volksschulen) with 6,000,000 pupils, 330 Gymnasien, 14 Progymnasien, 484 Realschulen, and a large number of private and special schools. The empire itself exercises no control over education, the administration of which is left to the several States.

For superior education Germany has 21 universities. The following table gives in alphabetical order a list of these universities and the number of professors and students in 1877:

List of German universities in 1877.

Universities.	Number of professors.	Number of students.
Berlin	236	4,311
Bonn	119	986
Breslau	105	1,255
Erlangen	50	431
Freiburg	55	850
Giessen	58	347
Göttingen	122	984
Greifswald	62	510
Halle	104	857
Heidelberg	110	834
Jena	75	586
Kiel	64	243
Königsberg	83	630
Leipzig	158	2,938
Marburg	70	403
Munich	122	1,312
Münster	29	325
Rostock	39	152
Strassburg	92	658
Tübingen	89	1,108
Würzburg	71	1,106
Total	1,922	20,282

Pedagogy in German universities.—The following list shows the number of lectures a week on pedagogy in the various German universities: Berlin, 6; Bonn, 4; Breslau, 3; Erlangen, 4; Freiburg, 3; Giessen, 3; Göttingen, 6; Greifswald, 4; Halle, 5; Heidelberg, 3; Jena, 13; Kiel, 3; Leipzig, 8; Münster, 4; Tübingen, 5; Würzburg, 4.

Technical and industrial schools in Germany.—In Saxony, contrary to a practice almost universal elsewhere in Germany, instruction for trades and for business is made to follow immediately that of the daily primary school. To this circumstance is due the establishment of the schools of building at Leipzig, Dresden, and other places, of the group of special schools at Chemnitz intended to give preparation for mechanical, manufacturing, and chemical industries, industrial art, &c., and, in addition, of a great number of lower schools for weaving, lace making, needle work, and wood carving.

In North Germany the model of the industrial establishments of all grades is that of Hamburg. The general school and the special school for building, open in the evening and on Sunday for apprentices and workmen and every day to pupils who have the time at their disposal, imparts remarkable instruction in all respects. The industrial school for girls, which was founded in 1867, is managed in the same spirit, and with a success equally marked.

Of all countries in Germany, Württemberg was the first to give large development to popular industrial instruction. The great special school for building at Stuttgart numbers 700 students, of whom it demands for admission only a thorough primary instruction or the qualification of apprentices or workmen in this branch of industry. The state aids the school by a yearly appropriation of \$16,000. The course requires from two to five years. Württemberg has also several good schools for weaving, of

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which three received awards for excellent methods at the Vienna Exposition. In all, there are fifty industrial schools in Württemberg. The Grand Duchy of Baden has also had very good industrial schools in operation for many years, and these have exercised a marked influence on the industries of the country.

Although introducing this kind of practical instruction at a later date than some of the neighboring countries, Bavaria already possesses from a hundred to a hundred and fifty industrial schools, some of them elementary, just beyond primary schools; others somewhat higher, eight of them serving as model schools for eight districts; and still another devoted to special industries, as building, the construction of machines, drawing and sculpture applied to the making of furniture and objects of art of all kinds.

The single polytechnic association of the district of Würzburg has established within a few years 111 industrial schools or courses, of which 16 are for apprentices and workmen. These different establishments employ 315 teachers, and teach German, French, writing, book-keeping, arithmetic and the metric system with special reference to application to commercial affairs, geometry, design, modelling, outlines of natural history, hygiene, political economy, &c.

a. BADEN, grand duchy: Area, 5,851 square miles; population, 1,507,179. Capital, Karlsruhe; population, 42,896. Director of the superior council of education, Dr. G. Nöck.

By the law of September 18, 1876, Baden has introduced the so called mixed school system. Children of all denominations now attend the same school and no sectarian schools are tolerated in the grand duchy. The same law of 1876 makes gymnastic exercises compulsory in all the popular schools; the communes are required to furnish a hall and the necessary gymnastic apparatus.

b. BAVARIA, constitutional monarchy: Area, 29,293 square miles; population, 5,022,390. Capital, Munich; population, 198,829. Minister of public instruction, Dr. von Lutz.

Bavaria has 7,016 primary schools, with 10,599 teachers and 841,304 pupils; 1,671 industrial schools for girls, with 1,837 teachers and 71,635 pupils; 11 teachers' seminaries, with 786 students; and 35 preparatory normal schools, with 1,276 students. For secondary education there are 75 Latin schools, with 748 teachers and 6,738 pupils; 28 Gymnasien, with 438 teachers and 2,640 students; and 6 Realgymnasien, with 66 teachers and 362 students. The 36 technological schools number 426 professors and 3,745 students, and the 260 professional evening schools have 827 professors and 14,501 students. There are besides 2 schools of art, with 40 professors and 475 students; a central school of forestry, with 6 professors and 1:5 students; 947 special agricultural schools, with 18,260 pupils; and 78 charitable institutions, with 3,000 inmates. The society for the assistance of teachers' orphans in Bavaria had in 1876 a capital of \$50,000; the annual expenses amount to about \$8,000.

c. PRUSSIA, constitutional monarchy: Area, 137,066 square miles; population, 25,742,404. Capital, Berlin; population, 966,858. Minister of public instruction, Dr. Falk.

New school law.—The ministry of public instruction has had various projects for a new school law under consideration for some time, but no definite action has as yet been taken. The financial question seems to offer considerable difficulties. Statesmen are discussing the question whether the state, the province, the district, or the commune should bear the expenses of public education. The ministry favors a division of the expense between the province and the commune, the former to pay the teachers' salaries and pensions and the latter the cost of buildings and grounds.

Statistics.—The condition of education continues excellent. There are at present in the kingdom 34,988 primary schools, with 57,228 classes, 57,936 teachers, and 4,007,776 pupils; 176 teachers' seminaries and other normal courses, with 7,453 pupils; 37 schools for deaf-mutes, with 179 classes, 235 teachers, and 2,351 pupils; 13 schools for the blind, with 31 classes, 88 teachers, and 560 pupils; 215 higher female schools, with 1,355 classes, 2,206 teachers, and 43,247 pupils; 90 higher burgher schools, with 802 teachers and 15,971 pupils; 17 Realschulen of the second order, with 312 teachers and

6,886 students; 79 Realschulen of the first order, with 1,399 teachers and 31,249 students; 33 Progymnasien, with 265 teachers and 3,900 students; 228 Gymnasien, with 3,744 teachers and 74,606 students; 81 agricultural and horticultural schools, with 382 teachers and 2,042 students; 6 schools of forestry, with 27 teachers and 237 students; 35 schools of mining, with 79 teachers and 989 students; 45 technical and industrial schools, with 520 teachers and 8,958 students; 9 schools of building, with 143 teachers and 3,184 students; 12 schools of commerce, with 90 teachers and 1,649 students; 31 navigation schools, with 1,007 students; and several military and naval schools. At the examination for the army in 1876, 2,749 recruits out of 77,194 were without a sufficient primary training.

Supervision.—During the last three years the clerical school inspectors have nearly all been replaced by lay inspectors, of whom there are now 161 in the kingdom.

Education in Berlin.—Special efforts have been made by the city of Berlin to raise the schools to the highest point possible. The following data concerning that city will be found of interest: The public popular schools (öffentliche Volksschulen) and the higher female schools (höhere Töchterschulen) are under the control of the city school board, which also superintends all the private schools. The higher public schools for boys are under the direct control of the municipal authority. Berlin had in December, 1876, 250 schools, viz: 159 public schools (13 Gymnasien, 10 Realschulen, 5 higher female schools, 20 lower preparatory schools, 95 communal schools, 16 schools under the control of societies, churches, &c.), 2 Jewish schools, and 89 private schools. The communal schools have together 1,265 classes, with 67,955 pupils, or about 54 to each class. The largest school in Berlin has 20 classes, with 1,169 pupils. The staff of teachers of communal schools consists of 95 head teachers, with an average salary of \$1,200, a free dwelling, or \$200, and fuel; 864 class teachers, with an average salary of \$300; and 310 female teachers, with an average salary of \$500. The total expenditure of the city of Berlin for primary education amounted to \$1,134,436 in 1876.

• SAXONY, constitutional monarchy: Area, 4,777 square miles; population, 2,760,586. Capital, Dresden; population, 197,295. Minister of public instruction, Dr. von Gerber.

Saxony has made the so called complementary schools (Fortbildungsschulen) compulsory for every youth below the age of 17 who does not attend a day school. In poor localities the expenses of these schools are defrayed by the government. The instruction is generally given in the evening and on Sunday. Besides these establishments several popular schools of agriculture and industry have been founded, as also a large number of evening schools for girls, in which German, arithmetic, needlework, natural history, and cookery are taught. Saxony has at present 19 teachers' seminaries, to the support of which the government annually contributes \$405,000. The director of a seminary receives a salary of 4,875 marks (1 mark = 23.8 cents); the first assistant teachers receive from 2,000 to 4,200 marks and the second assistant teachers from 1,200 to 1,800 marks. All of them receive, besides, a free dwelling and fuel.

• WÜRTTEMBERG, constitutional monarchy: Area, 7,675 square miles; population, 1,881,505. Capital, Stuttgart; population, 107,273. Director of the chief education department, Dr. von Roemer.

The most important event in Württemberg during the last year was probably the official investigation of the sanitary condition of schools. Commissions were appointed to visit every school in the kingdom. The commissioners were specially charged to examine not only the school-houses but also the surrounding dwellings and grounds, which are frequently in a dangerous condition. They had also to ascertain whether the pupils had the necessary amount of space, light, and fresh air in the school rooms, whether the school benches were properly constructed, &c. The results of this investigation will be published, and it is expected that a great number of school-houses will have to be entirely torn down, and that better school furniture will be introduced.

There is at present in Württemberg a great lack of teachers. In some communes there are 150 to 165 pupils to one teacher, and in some more than 200.

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GREAT BRITAIN AND IRELAND, constitutional monarchy: Area, 121,805 square miles; population, 33,805,419. Capital, London; population, 3,266,987.—a. ENGLAND AND WALES.

Elementary day schools.—In the year ending August 31, 1876, the inspectors visited 14,273 day schools in England and Wales to which annual grants were made, containing 20,782 departments under separate teachers, and furnishing accommodation, at 8 square feet of superficial area per child, for 3,426,318 pupils. There were on the registers the names of 2,943,774 children, of whom 1,041,219 were under 7 years of age, 1,799,785 between 7 and 13, and 102,770 above 13. Of these pupils, 2,412,211 were present on the day of inspection and an average of 1,984,573 were in daily attendance throughout the year; 1,783,303, having made the requisite number of attendances, were qualified to bring grants to their schools, 501,497 without individual examination and 1,281,806 on passing a satisfactory examination in reading, writing, and arithmetic; 1,142,612 were actually presented for such examination, and, while 666,303 passed the prescribed test without failure in any one of the three subjects, 87.09 pupils out of every 100 examined passed in reading, 79.42 in writing, and 70.15 in arithmetic.

The inspectors also visited 602 schools which do not fulfil the conditions on which annual grants are made. In these schools 36,088 pupils were present on the day of inspection.

Elementary night schools.—The night schools examined during the year were 1,474 in number; on the average, 49,858 pupils above 12 years of age were in attendance each night; 48,001 pupils were qualified for examination by having made the required number of attendances during the night school session. Of these, 39,076 were actually examined, and out of every 100 pupils so examined 88 passed in reading, 70.94 in writing, and 58.66 in arithmetic.

Training colleges.—The inspectors found 23,053 certificated teachers at work in the aided schools, while the 40 training colleges were attended by 3,007 students.

The following table of statistics shows the rate of progress in the period which has elapsed since the passage of the elementary education act of 1870:

	Year ending August 31—				
	1870.	1873.	1874.	1875.	1876.
Estimated population	22,090,163	23,856,414	23,648,609	23,944,459	24,244,010
Number of schools inspected	8,919	11,846	13,163	14,140	14,976
Annual grant schools:					
Number of departments { Day	12,061	15,929	17,646	19,245	20,783
{ Night	2,504	1,395	1,432	1,392	1,474
Accommodation { Day schools	1,878,584	2,582,549	2,861,319	3,146,434	3,426,318
{ Night schools			10,507	13,055	14,819
Present at examination:					
Day scholars	1,434,766	1,811,595	2,034,007	2,221,745	2,412,211
Night scholars	77,918	85,621	86,720	87,666	41,123
Average attendance:					
Day scholars	1,152,389	1,482,480	1,678,759	1,837,180	1,984,573
Night scholars	73,375	45,973	48,690	48,382	49,858
Number of teachers:					
Certificated	12,467	16,810	18,714	20,940	23,053
Assistant	1,262	1,970	2,489	2,713	3,173
Pupil	14,804	24,674	27,031	29,067	32,221
Studying in training colleges	2,007	2,896	2,923	2,975	3,007
Simple inspection schools:					
Accommodation	53,982	82,917	91,180	83,688	57,471
Present at inspection	39,122	52,496	53,304	51,976	36,088
Average attendance	16,599	30,099	32,132	25,996	23,159

School accommodation.—The schools in England and Wales visited by the inspectors, with reference to annual grants, which provided in 1869 for 1,765,944 pupils, or for 8.34 per cent. of the whole population, were in 1876 sufficient for 3,426,318 pupils, or 14.13 per cent. of the estimated population. In 1876 accommodation was provided by 1,596 board schools for 556,150 pupils, and 328,071 were in average attendance. The number in average attendance in voluntary schools since 1869 has increased by 593,503, or 55.83 per cent.

School attendance.—The average attendance in aided schools (day and night) has risen from 1,225,764 in 1870 to 2,034,431 in 1876. There were, in 1876, 2,943,774 names of day scholars on the registers of inspected day schools, of whom 2,412,211 were present on the day of inspection, and this is the number of children, out of at least four and a half millions for whom elementary schools are required, who received more or less of efficient instruction in such schools. Of the 1,041,219 day pupils below 7, only 501,497 had made the number of attendances required to bring grants to their schools. Of the 1,902,555 pupils above 7 borne on the registers of aided schools, 1,135,517 day pupils attended 250 times and upwards; 105,791 attended 150 times and upwards; and 40,498 pupils attended 150 times. There are two and a half millions of children between the ages of 7 and 13 who, as appears from the tables of the registrar general, might be found in elementary schools. Much remains to be done to secure the regular attendance at school of a large number of children who ought to be, but are not, under daily instruction.

Teaching force.—The 14,273 elementary day schools in England and Wales inspected in 1876 provided accommodation, in 20,782 departments, for 3,426,318 pupils. The average daily attendance in these schools amounted to 1,984,573, so that each department, while providing accommodation for 165 pupils, had an average attendance of only 95. It has been calculated that under the operation of the education acts the average attendance will rise to 120; and, assuming that at least 3,250,000 children in England and Wales ought to be in daily attendance at public elementary schools, it would follow that about 27,000 separate departments under certificated teachers will be required as the general school supply of the country.

There were on the 31st of December, 1869, 12,842 pupil teachers, 1,236 assistant teachers, and 12,027 certificated teachers at work in schools under inspection. These numbers by the 31st of December, 1876, had risen to 30,626 pupil teachers, 2,921 assistant, and 23,328 certificated teachers; while the pupil teachers in the first of the five years of their service have increased from 3,392 in 1869 to 6,676 in 1876. The extent to which the training colleges have contributed to the existing supply of efficient teachers in England and Wales is shown by the fact that, of 10,554 masters employed in schools in 1875-76, 6,437, or 61 per cent., had been trained for two years; 1,220, or 11.6 per cent., for one year; and 361, or 3.4 per cent., for less than one year; while 2,536, or 24 per cent., were untrained. In like manner, of 12,499 schoolmistresses, 6,435, or 51.6 per cent., had been trained for two years; 1,168, or 9.3 per cent., for one year; 289, or 2.3 per cent., for less than one year; and 4,607, or 36.8 per cent., were untrained.

The following table shows the number of teachers in receipt of salaries of certain specified amounts:

Salaries of certificated teachers for the year ending August 31, 1876.

	MRK.
Under £50	146
£50 and less than £75	1,196
£75 and less than £100	3,198
£100 and less than £150	3,952
£150 and less than £200	1,118
£200 and less than £250	349
£250 and less than £300	96
£300 and over	42
<i>Total</i>	10,097

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WOMEN.

Under £40	796
£40 and less than £45.....	688
£45 and less than £50.....	738
£50 and less than £75.....	6,221
£75 and less than £100.....	2,611
£100 and less than £150.....	830
£150 and less than £200.....	82
£200 and over.....	9
Total	11,906

Local organization.—Since the year 1873 the school boards have made considerable additions to the school supply of the country. In the year ending August 31, 1876, the number of board schools increased from 1,140 to 1,604, while the accommodation in these schools rose from 387,227 to 556,539, and the average attendance from 231,381 to 333,234. Boards have been established in London, which has a population of 3,266,987; in 123 boroughs, with a population of 5,543,956; and in 1,667 parishes, with a population of 4,018,868. The total population under school boards is thus 12,829,381.

The following items are taken from the report of Sir Charles Reed, of September 26, 1877: Number of schools under the London school board, 242; number of departments, 592; number of places, 163,008; being an increase since last year of 25 schools, 86 departments, and 29,323 school places. The number of pupils on the roll was 164,214; average daily attendance, 132,956, or 80.9 per cent. of those on the roll.

By the 1st of April, 1877, by-laws for enforcing the attendance of children at school had been sanctioned by Her Majesty, on the application of the school boards in London, with a population of 3,266,987; in 109 municipal boroughs, with a population of 5,453,724; and in 612 civil parishes, with a population of 2,500,652—total, 11,221,363.

Compulsory attendance under by-laws is now the law for 50 per cent. of the whole population of England and Wales, and for about 84 per cent. of the whole borough population.

School attendance committees.—The elementary education act of 1876, which came into operation on the 1st of January, 1877, provides for the appointment of a school attendance committee for every borough and parish for which a school board has not been elected. Such committees have been appointed in all but 3 of the 106 municipal boroughs which are not under the jurisdiction of school boards.

b. IRELAND: Population in 1876, 5,317,416. Capital, Dublin; population, 314,006.

According to the official report for the year 1875, the number of pupils of national schools was 347,814, taught by 9,929 teachers and assistants and 288 teachers of needlework. The convent schools had 37,056 pupils and 1,681 teachers.

There has been a reduction in the number of young offenders under detention in reformatory schools during 1876 as compared with 1875: the number of inmates being 935 boys and 225 girls, 1,099 in all, on the 31st of December, 1875; and 860 boys and 239 girls, 1,160 in all, on the 31st of December, 1876—showing a decrease of 61 on the total number during the year. The number of certificated industrial schools in Ireland on the 31st of December, 1876, was 50, viz, 41 for Catholics and 9 for Protestants. The number of inmates was 4,768, viz, 1,841 boys and 2,927 girls.

c. SCOTLAND: Population in 1876, 3,527,811. Capital, Edinburgh; population, 215,146.

In December, 1875, there were 2,329 public schools under school boards in Scotland, with 307,955 pupils on the rolls and an average attendance of 233,130, taught by 3,418 principal teachers and assistants, and 3,024 pupil teachers. There were 165 evening schools, having 12,343 pupils on the roll and an average attendance of 9,803. In these schools there were 203 principal teachers, 103 assistant teachers, and 65 pupil teachers.

The school boards report that during the last school year, in carrying out the compulsory clauses of the education act, 7,499 parents have been summoned to appear before their respective boards, and that notice has been sent to 421 employers; that 279 parents and 1 employer have been prosecuted; that 197 of the former were convicted, of whom 135 were fined and 20 imprisoned. The number of children who during one year have been brought into school by the operation of the compulsory clauses is estimated at 28,054. Of these children, 15,516 belong to towns and 12,538 to rural parishes.

Elementary schools.—In the year ending August 31, 1876, the inspectors visited 2,817 day schools to which annual grants were made, containing 3,051 departments under separate teachers and furnishing accommodation for 456,428 scholars. There were on the registers of these schools the names of 433,749 children, of whom 98,789 were under 7 years of age, 306,234 were between 7 and 13, and 28,726 were above 13. Of these scholars, 376,647 were present on the day of the inspector's visit to their respective schools, while 329,083 were in daily attendance throughout the year.

General statistics of education in Scotland.

	Year ending August 31—			
	1873.	1874.	1875.	1876.
Estimated population	3,480,923	3,462,916	3,495,214	3,527,811
Number of schools inspected	2,108	2,609	2,900	2,924
Annual grant schools:				
Departments { Day	2,307	2,577	2,946	3,051
..... { Night	63	102	196	258
Accommodation .. { Day schools	294,072	372,090	391,538	456,428
..... { Night schools		1,179	819	1,949
Present at inspection:				
Day scholars	239,025	307,247	344,181	376,647
Night scholars	2,773	4,645	9,186	13,908
Average attendance:				
Day scholars	220,508	263,748	303,536	329,083
Night scholars	3,449	5,555	10,628	15,354
Number of teachers:				
Certificated	2,657	3,165	3,811	4,140
Assistant	4	66	129	160
Pupil	3,619	3,833	4,262	4,640
Studying in training colleges	755	822	950	1,023
Simple inspection schools:				
Accommodation	3,647	19,502	15,464	6,558
Present at inspection	3,200	17,329	13,537	5,577
Average attendance	1,221	10,840	8,810	3,462

School attendance.—The efforts of the school boards are in some cases hindered by the serious cost of prosecuting parents who fail to discharge their duty to their children, and by the long interval (three months) that must elapse after a conviction before proceedings can be taken against offenders.

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The following table shows the total number of children from 5 to 14 years of age:

Age.	Number of children.	Number of children on the roll.	Percent-age.
5 to 6.....	90,824	32,774	36.08
6 to 7.....	86,610	54,319	62.7 ₂
7 to 8.....	85,853	56,382	65.67
8 to 9.....	81,905	57,156	69.78
9 to 10.....	79,830	57,649	71.46
10 to 11.....	81,478	54,592	67.00
11 to 12.....	76,022	46,875	61.66
12 to 13.....	78,141	34,180	43.74
13 to 14.....	76,671	16,692	21.16
Total.....	737,324	410,319	55.66

GREECE, constitutional monarchy: Area, 19,941 square miles; population in 1870, 1,457,894. Capital, Athens; population, 44,510.

The number of primary schools was, in 1875, 1,227, and the number of pupils, 81,449. For secondary education there were 15 gymnasia and 144 Hellenic grammar schools, with 7,780 pupils; 23 private institutions, with 1,589 pupils; and 10 higher schools for girls, with 900 pupils. The University of Athens had 43 professors and 1,352 students.

ITALY, constitutional monarchy: Area, 114,296 square miles; population in 1877, 27,769,475. Capital, Rome; population, 244,484. Minister of public instruction, De Sanctis.

Primary education is compulsory throughout Italy. The number of public day schools in 1877 was 37,642. In addition to these there were 9,560 private schools. The number of pupils in the public day schools was 2,299,758. The number of teachers of public schools was 37,632. The normal schools numbered, in 1875, 193, and the number of students, 8,460.

For secondary education there were, in 1875, 107 gymnasia, with 9,296 pupils, and 80 lyceums, with 5,132 pupils.

For superior education Italy had, in 1877, 17 state universities, viz: Bologna, 531 students; Cagliari, 72; Catania, 153; Genoa, 440; Macerata, 47; Messina, 96; Modena, 216; Naples, 2,648; Padua, 907; Palermo, 360; Parma, 187; Pavia, 642; Pisa, 553; Rome, 624; Sassari, 77; Siena, 153; and Turin, 1,435. The foregoing institutions are entirely supported by the state. There were besides 4 free universities, which are supported by provinces and communes. They are Camerino, 28 students; Ferrara, 57; Perugia, 63; and Urbino, 55.

NETHERLANDS, constitutional monarchy: Area, 20,527 square miles; population in 1876, 3,865,454. Capital, The Hague; population, 104,065.

Primary education.—The condition of primary schools in 1875 is reported as follows: The total number of public and private schools was 3,817, with 11,975 teachers. The number of pupils in the same year was 487,070, viz: 255,464 boys and 231,606 girls. The evening and review schools were frequented by 48,500 pupils, viz, 26,669 males and 21,811 females.

The total expenditure for primary education in 1875 was 7,127,001 florins (the florin = 38.5 cents). Of this amount 696,465 florins were supplied by the government and the rest by the provinces and communes.

The minimum salary of teachers was 200 florins and the maximum 3,000. Thirty-six teachers received pensions in 1875, the minimum being 100 florins and the maximum 1,134 florins.

Teachers' seminaries.—In 1875 the Netherlands had 3 state teachers' seminaries, with

295 students, 33 of whom were females. The expenditure for the seminaries in the same year was 126,605 florins.

Infant schools.—The number of public and private infant schools in 1875 was 705, and the number of teachers 2,222, viz, 39 males and 2,183 females. The number of pupils in the same year was 73,018, viz, 38,852 boys and 34,166 girls.

Secondary education.—According to the official report for 1875-76, the total number of burgher schools was 35 and the number of pupils 3,992; the number of higher burgher schools was 51, with 3,812 pupils. The number of pupils of the two agricultural schools was 28. The polytechnic school had 263 students.

The total expenditure of the state and of the communes for secondary education amounted to 1,691,518 florins.

Superior instruction.—The higher institutions of learning consist of the universities at Leyden, Utrecht, and Groningen, the athenæums of Amsterdam and Deventer, and the so called Latin schools, the number of which is 51. The total number of students in the universities was, in 1875-76, 1,684, viz: 980 in Leyden, 527 in Utrecht, and 177 in Groningen. The athenæum of Amsterdam had 381 students. The total number of pupils of the 51 Latin schools was 1,260. The state grant for higher education in 1875-76 amounted to 829,219 florins.

Higher schools for girls.—The number of higher schools for girls has increased from 4 in 1874 to 9 in 1875. The total number of pupils was in the latter year 691.

Drawing schools.—The Netherlands have also 39 drawing schools, with 168 teachers and 3,904 pupils; 11 navigation schools, with 25 professors and 541 students; 2 schools for the blind, with 120 inmates; a school for deaf-mutes, with 131 inmates; and a veterinary school, with 49 students.

PORTUGAL, constitutional monarchy: Area, 36,510 square miles; population, 4,429,332. Capital, Lisbon; population, 275,286.

Primary schools.—In 1862 there were in Portugal 1,336 public schools for boys and 127 for girls. In 1874 there were 1,987 of the former and 458 of the latter, with 1,987 male and 458 female teachers. The total number of pupils was 113,097.

Secondary schools.—There are 17 secondary schools, called lyceums, with 6,883 pupils.

Superior education.—For superior education Portugal has the University of Coimbra and several polytechnic and other special schools. The university had, in 1874, 947 students.

RUSSIA, absolute monarchy: Area, 8,444,766 square miles; population, 85,685,945. Capital, St. Petersburg; population, 667,926.

The school population of Russia is 12,213,558, viz, 5,803,656 boys and 6,409,902 girls. Of this number only 6.9 per cent. attend school.

The sum assigned in the budget of the school year 1877 for education is 15,971,289 roubles (the rouble = 73.4 cents). There are eight universities (not reckoning that of Helsingfors, in Finland), with 5,629 students. Of these 85 study theology, 583 philosophy, 1,629 law, 30 Eastern languages, 622 mathematics, 550 natural sciences, and 2,130 medicine. There are 53 ecclesiastical seminaries, with 12,227 students; 195 Gymnasien and Progymnasien, with 50,701 pupils; 56 middle class schools, with 10,888 pupils; 19 military schools, of which the number of pupils is not given. For females there are 223 Gymnasien and Progymnasien, with 34,878 pupils. The number of normal schools is 68 and the number of students 4,968. The total number of elementary schools in operation is 25,491, with 1,074,559 pupils.

SPAIN, constitutional monarchy: Area, 182,758 square miles; population, 16,835,506. Capital, Madrid; population, 475,786.

Primary education.—Spain has 22,625 public schools, of which 16,294 are for boys and 6,331 for girls; the number of private schools is 5,135, of which 2,901 are for males and 2,234 for females—making a total of 27,760 primary schools. The number

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of male pupils in the public schools was 745,686, and of female pupils 441,773; making a total of 1,187,459. The private schools have 194,513 pupils, viz, 96,753 boys and 97,760 girls.

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SWEDEN, constitutional monarchy: Area, 170,979 square miles; population, 4,429,712. Capital, Stockholm; population, 157,215.

Elementary schools.—The number of pupils between the ages of 9 and 14 is 734,165. The total number of popular elementary schools is 8,127 and the number of pupils 942,098. The total number of elementary teachers is 7,815, of whom 5,039 are males and 2,776 females.

Secondary schools.—For secondary education Sweden has 96 schools, with 967 teachers and 12,245 pupils.

Superior education.—For superior education there are two universities, viz: Upsala, with 104 professors and 1,480 students; and Lund, with 69 professors and 523 students.

Special education.—For special education Sweden has two polytechnic schools, a royal academy of fine arts, a pharmaceutical institute, a forest institute, a veterinary school, and a school for midwives.

SWITZERLAND, confederate republic: Area, 15,233 square miles; population, 2,759,854. Capital, Berne; population, 38,001. Director of the federal statistical bureau, Dr. J. J. Kummer.

Polytechnic education.—The federal polytechnic school at Zürich had, in 1876, 690 students, against 701 in the preceding year.

Superior education.—Switzerland has three universities, viz: Basel, with 65 professors and 199 students; Berne, with 77 professors and 351 students; and Zürich, with 79 professors and 349 students.

Education of teachers.—There are 32 teachers' seminaries. The course of study in these institutions embraces pedagogy, religion, German, French, arithmetic, geometry, history, geography, natural history, singing, playing on musical instruments, penmanship, drawing, gymnastics, and agriculture.

TURKEY, absolute monarchy: Area, 1,742,874 square miles; population, 31,989,738. Capital, Constantinople; population, 600,000.

A law relating to public instruction, designed to spread education over the empire, was issued by the government in October, 1869; but there has been no attempt of any kind made to execute the law in subsequent years.

II.—ASIA.

JAPAN, absolute monarchy: Area, 156,604 square miles; population, 32,794,897. Capital, Tokio; population, 674,447. Acting minister of education, Tanaka-Fujimaro.

The following account of education in Japan is condensed from the third annual report of the minister of education, dated Tokio, 1877, covering the transactions of the year 1875:

Elementary instruction.—The number of elementary schools in all the seven grand school districts was 24,225, of which 21,988 were public and 2,237 private schools. This, as compared with the preceding year, shows an increase of 4,292 public schools and a decrease of 84 private schools, the net increase being 4,208 schools. The total number of elementary school districts was 45,778. The number of teachers was 44,501, of whom 40,511 were male and 538 female teachers of public schools, and 3,196 were male and 256 female teachers of private schools. As compared with the preceding year this shows an increase of 7,691 male and 81 female teachers of public schools, and a decrease of 192 male and an increase of 51 female teachers of private schools. The total number of pupils was 1,926,126, of whom 1,377,591 were male and 426,438 female pupils of public schools, and 84,468 were male and 37,629 female pupils of private schools. This shows a total increase since last year of 211,358 pupils.

The population is estimated at 34,008,087, of whom 5,167,667 are children of school age (6-14), or 15.2 per cent. of the whole population. The number of children of school age who received education during the year was 1,828,474, and the number of those of school age who received no education was 3,339,193. Of those who received education, 1,365,305 were males and 463,169 were females.

Normal schools.—The number of normal schools was 90, of which 8 belonged to the government and 82 were instituted by local authorities. The total number of teachers of normal schools was 588, of whom 583 were males and 5 females. The number of students was 7,696, of whom 7,589 were males and 107 females. The number of students to whom certificates were granted by the government normal schools was 232, and the number of those who received certificates from local normal schools was about 665.

Colleges.—The Tokio Kaiseigakko had 40 professors, of whom 21 were natives and 19 foreigners. The number of students was 324. The annual expenditure of the college was 173,940 yen (yen=99.7 cents).

The Tokio Igakko (medical college) had 29 professors and 488 students. The total expenditure during the year was 112,462 yen.

Besides the above colleges, there are 6 schools of special sciences under the control of local authorities, namely, an agricultural school, 3 medical schools, a school of law, and a school of surveying. The number of teachers in these schools was 10 and of students 124.

Foreign language schools.—The foreign language schools are institutions in which students are instructed in a foreign language and in a general course of study conducted in that language. There is one foreign language school in which French, German, Russian, and Chinese are taught. Besides this institution, there are 96 foreign language schools in which the English language is used, 4 in which French and 2 in which German are used; number of teachers engaged in all these schools, 411—341 natives and 70 foreigners. The number of pupils was 6,765, of whom 6,392 were males and 373 females.

The Tokio female school was greatly enlarged. The number of teachers was 10 and of pupils 127.

Finances.—The income of the public schools was 6,238,096 yen during the last year, an increase of 1,874,862 yen over the preceding year. The total expenditure was 4,210,473 yen, or 1,015,195 more than during the preceding year.

The following letter from Hon. David Murray will explain itself:

MOMBUSHO (DEPARTMENT OF EDUCATION),

Tokio, Japan, July 14, 1877.

DEAR SIR: Your favor of June 6 was received by the last mail. I can easily make plain the facts about the suspension of schools.

Many erroneous statements appeared in the English papers here, chiefly caused by mistranslations of government notices. When the appropriation was reduced in January the department at once began to cast around for ways in which to bring its expenses within the reduced appropriation.

It had under its direct control the following institutions, viz: University of Tokio, Medical College of Tokio, Tokio English Language School, Tokio Foreign Language School, Tokio Normal School, Tokio Female Normal School, Tokio Girls' School, Osaka English Language School, Osaka Normal School, Nagasaki English Language School, Nagasaki Normal School, Hiroshima English Language School, Hiroshima Normal School, Aichi English Language School, Aichi Normal School, Niigata English Language School, Niigata Normal School, Miyagi English Language School, and Miyagi Normal School.

All these schools were mainly supported by the annual grant made to them by the Mombusho; they were all governed and managed by directors appointed by the Mombusho. The other objects on which the department expended its appropriation were (1) administration, (2) the erection of school buildings for the above schools, (3) the preparation and publication of school books, (4) the collection and management of an educational museum and library, and (5) an annual grant for the maintenance of elementary schools in the provinces.

When the crisis came it was not easy to decide which of these could be best cut off or curtailed. Finally, after much consideration, it was resolved (1) to reduce the administration to its most economical point; (2) to leave the appropriation to elementary schools virtually unchanged; (3) to maintain the schools of Tokio and Osaka

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with reduced appropriations, but still efficiently; (4) to consolidate the girls' school of Tokio with the female normal school, for economy of administration. [This is one point of the special inquiries you make. The female normal school has not been abandoned, and the girls' school has been attached to this as a department. This was, no doubt, a matter to be regretted: it gave, as you say, the impression that female education was being relinquished; but such is not the case, certainly no more than necessity has required.] (5) To transfer as far as possible to the local governments the support and management of the normal and English language schools; negotiations were at once begun with the local governments, and with only one or two exceptions, the schools established by the department have been assumed by the local governments; the negotiations in regard to the English language school at Nagasaki have not been successful, and it may have to be closed.

Under this new arrangement it cannot be claimed that the institutions will be as well managed: fewer foreign teachers will be employed, and the appliances of education will be less liberally provided; but it was better than abandonment. It has been a most gratifying circumstance that the local communities have been unwilling to lose the schools which had been opened, and coöperated heartily with the local governments in arrangements for their continuance.

Such, my dear general, seems to be a full answer to the very natural inquiries you make.

We cannot deny to ourselves that our educational schemes have been going through a very severe trial; and as the resources of the country are quite likely to be much constricted for some time to come, the officers of the department are busily considering in what way the system may be modified to meet the prospective changed condition. A new educational law is under consideration, and when issued will be intended to meet a condition of things in which less can be done for education by the central department and more left to local enterprise. How best to secure the benefits of local enterprise, and at the same time retain the necessary safeguards which will insure good plans of study, good teachers, liberal equipments, &c., is a problem of no little difficulty, but with which we are just at this moment brought face to face.

I hope the impression here is well founded that the war is nearly at an end. It will be a happy day when it is. And yet, as in our own case, troubles do not end when the war ends.

With high respect, I am, very sincerely yours,

DAVID MURRAY.

Hon. JOHN EATON,
Commissioner of Education.

III.—AFRICA.

EGYPT, a dependency of Turkey in Africa: Area, 1,406,250 square miles; population, 16,952,000. Capital, Cairo; population, 349,883.

The government schools, which were first erected in 1868, have at present about 8,000 pupils. Egypt has besides these a large number of missionary and foreign schools. One of these schools at Alexandria has 500 pupils.

IV.—SOUTH AMERICA AND NORTH AMERICA.

ARGENTINE CONFEDERATION, federal republic: Area, 515,700 square miles; population in 1899, 1,877,490. Capital, Buenos Ayres; population, 177,787. Minister of public instruction, Dr. O. Leguizamón.

The number of primary schools is 1,816, of which 1,327 are public and 489 private. The number of pupils is 109,941, of whom 85,672 are in public schools and 24,269 in private schools. The number of teachers is 2,868, viz, 1,593 males and 1,275 females.

For secondary education there are 17 colleges, with 453 students, and for superior education there is a university, with 1,495 students.

BRAZIL, constitutional monarchy: Area, 3,287,964 square miles; population, 9,448,233. Capital, Rio de Janeiro; population, 274,972. Minister of the interior, A. da C. Pinto e Silva.

Brazil has 5,890 primary and secondary schools, with 187,915 pupils; 19 higher religious seminaries, with 1,368 students; 1 polytechnic school, with 399 students; 2 medical faculties, with 950 students; 2 faculties of law, with 406 students; a commercial school, with 57 students; a musical observatory, with 108 students; and several *charitable institutions*.

The regulations relating to compulsory attendance are enforced only in the capital

of the empire and in a few provincial towns. The great distance of many dwellings from school-houses has made general compulsion hitherto impossible.

CANADA, Dominion of Canada, British possession: Area, 3,463,962 square miles; population in 1871, 3,602,321. Capital, Ottawa; population, 21,545.

The Dominion of Canada consists of the provinces of Ontario, Quebec, Nova Scotia, New Brunswick, Manitoba, British Columbia, and Prince Edward Island. The provinces have full power to regulate their educational affairs. A statement of the condition of these is here presented.

a. ONTARIO: Area, 121,260 square miles; population, 1,620,851. Capital, Toronto; population, 46,092. Minister of education, Adam Crooks. Deputy minister of education, J. G. Hodgins.

The following information is derived from the report of the minister of education for the year 1876:

Income and expenditure.—The total receipts for all public school purposes for the year 1876 amounted to \$3,393,655, showing an increase of \$28,201 over the total receipts of the preceding year. The total expenditure for all public school purposes amounted to \$3,006,456; increase, \$13,375.

School population.—The school population (5–16) was 502,250; increase, 1,167. The number of children of school age attending school was 464,364; increase, 13,559. Number of pupils of other ages attending school, 26,173; increase, 2,737. Total number of pupils attending the schools, 490,537; increase, 16,296. The ages of pupils were: 1,321 under 5 years of age; 253,994 between 5 and 10; 212,499 between 11 and 16; 22,723 between 17 and 21. The number reported as not attending any school is 9,260; decrease, 1,549. These were between the ages of 7 and 12 years, which are the ages fixed by the statute during which all the children should receive instruction in some school. The average attendance, viz, the aggregate daily attendance divided by the legal number of teaching days in the year, was 212,483; increase, 13,909.

Teachers.—In the 5,042 schools reported 6,185 teachers have been employed; increase, 167; of these, 2,790 are males and 3,405 females. The teachers are reported to be of the following religious persuasions: Church of England, 942; Church of Rome, 779; Presbyterians, 1,874; Methodists, 1,973; Baptists, 344; Congregationalists, 74; Lutherans, 29; Quakers, 23; Christians and Disciples, 60; Protestants, 35; Plymouth Brethren, 16; Unitarians, 3; other denominations, 33. The highest salary paid to a male teacher in a county is \$800, the lowest \$120; in a city, the highest \$1,000, the lowest \$500; in a town, the highest \$1,000, the lowest \$200. The average salary of female teachers in counties is \$240; in cities, \$314; in towns, \$267.

Schools.—The number of schools reported is 5,042; increase, 208. The whole number of school-houses reported is 4,926, of which 1,417 are brick, 514 stone, 2,253 frame, and 742 log. The number of Roman Catholic separate schools is 167, with 25,294 pupils and 302 teachers. There are 104 high schools in the province, with 8,541 pupils. The Toronto normal school had 7,706 students, of whom 3,861 were males and 3,845 females. Ontario has besides 16 colleges, with 700 students, and 297 academies and higher private schools, with 7,982 pupils.

Public libraries.—The number of free libraries, exclusive of subdivisions, is 1,450; number of volumes, 281,586. The number of Sunday school libraries reported is 2,532; number of volumes in these libraries, 387,757. Other public libraries reported, 159, with 142,954 volumes.

Educational progress.—The following data will show what has been accomplished educationally in Ontario during the last thirty years: In 1842 the number of public schools was only 1,721; in 1851 this had increased to 3,001 and in 1876 to 5,042, and the number of pupils attending them from 168,159 in 1851 to 490,537 in 1876. The amount paid for the support of the public schools has been increased from \$468,644 in 1851 to \$3,006,456 in 1876.

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b. QUEBEC: Area, 210,020 square miles; population, 1,191,516. Capital, Quebec; population, 52,085; Superintendent of public instruction, G. Oulmet.

The statistics following are derived from the report of the superintendent for the year 1876-77:

The Province of Quebec had, in 1876-77, 3,631 elementary schools, with 146,777 pupils on the rolls and 107,651 in average attendance; 84 model schools for boys, with 7,274 pupils on the rolls and 5,870 in average attendance; 39 model schools for girls, with 4,337 pupils on the rolls and 3,615 in average attendance; 149 mixed model schools, with 7,324 boys on the rolls and 5,592 in average attendance, and 7,068 girls on the rolls and 5,335 in average attendance; 54 academies for boys, with 10,363 students on the rolls and 8,853 in average attendance; 129 academies for girls, with 19,261 pupils on the rolls and 16,653 in average attendance; 37 mixed academies, with 1,471 pupils on the rolls and 1,037 in average attendance; 71 Catholic elementary schools, with 2,478 pupils; 3 Catholic superior schools, with 192 pupils; 128 Protestant elementary schools, with 3,553 pupils; 9 Protestant superior schools, with 553 pupils; 130 independent elementary schools, with 7,879 pupils; 62 independent superior schools, with 4,299 pupils; 42 colleges, with 8,307 pupils; and 3 normal schools, with 309 pupils. The total number of educational institutions of all kinds is 4,571; the total number of pupils, 232,765, viz, 117,686 boys and 115,079 girls; and the total of average attendance, 178,621. The number of male teachers is 1,146, and that of female teachers 4,776. The province has 219 public libraries, with 187,295 volumes.

c. NOVA SCOTIA: Area, 18,600 square miles; population, 387,800. Capital, Halifax; population, 22,562. Superintendent of education, A. S. Hunt.

From the annual report for the year 1876-77 the following data have been derived: The whole expenditure for education amounted to \$681,134, of which the government contributed \$204,266. The number of school sections was 1,770, showing an increase of 16 over the preceding year. During the winter term there were 1,731 schools in operation, with 80,788 pupils and an average daily attendance of 46,380; during the summer term, 1,871 schools, 83,941 pupils, and an average daily attendance of 47,000. The total number of teachers and assistants was, winter term, 1,829; summer term, 1,947. There were 76 new school-houses built in 1877, and 58 more begun.

d. BRITISH COLUMBIA: Area, 213,000 square miles; population, 10,586. Capital, Victoria; population in 1871, 4,540. Superintendent of education, J. Jeasup.

The number of children between the ages of 5 and 16 is 2,734, of whom 1,888 attend school. To these may be added 50 pupils above 16 years of age, making 1,938 in all, viz, 1,071 boys and 867 girls, an increase of 253 over last year. The above numbers do not include the three principal centres of population, namely, Victoria, Nanaimo, and New Westminster, from which no statistical reports have been received.—(Report of superintendent, 1876-77.)

e. PRINCE EDWARD ISLAND: Area, 2,173 square miles; population, 94,021. Capital, Charlottetown; population, 8,807. Secretary of the board of education, Donald McNeill.

The province had, in 1876, 417 schools, with 15,431 pupils on the rolls, viz, 8,150 boys and 7,281 girls. The average daily attendance was 8,799. One hundred and fifty-seven schools were taught by females, at salaries varying from \$113 to \$129. The salaries of male teachers varied from \$146 to \$324. The normal school was attended by 154 students.

No reports have been received from New Brunswick and Manitoba.

JAMAICA, British colony: Area, 6,400 square miles; population, 441,264. Capital, Kingston; population, 40,000. Superintendent of schools, John Savage.

The total number of children of school age (5 to 15) is 123,824, and the total number of children attending school, 46,000. The number of elementary schools is 486; that of endowed schools, 25; and of normal schools, 7. The latter are frequented by 124 pupils.

EDUCATION IN FOREIGN COUNTRIES.

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Mexico, federal republic: Area, 743,948 square miles; population, 9,343,470. Capital, Mexico; population, 200,000. Minister of the interior, T. Garcia.

Mexico has 338 primary schools, with 22,407 pupils; a preparatory school, with 602 pupils; a business college, with 640 pupils; a law school, with 158 students; a school of medicine, with 126 students; a school of engineering, with 58 students; a school of fine arts, with 600 students; an industrial school, with 157 students; and a school of agriculture and veterinary surgery, with 29 students.

V.—AUSTRALASIA.

NEW SOUTH WALES, British colony: Area, 323,437 square miles; population, 503,981. Capital, Sidney; population, 134,755. Secretary of the council of education, W. Wilkins.

The following statement, drawn from the official educational report for the year 1876, shows the progress made during the last ten years:

In the ten years from 1867 to 1876, inclusive, while the population of the colony increased from 431,412 to 629,776, or 46 per cent., the number of public schools has increased from 259 to 503, or 92.2 per cent. In addition to these, 279 provisional schools and 110 half time schools are now in operation, these classes of schools having been brought into existence for the first time under the public schools act. The total increase of the number of schools, other than certificated denominational schools, is therefore 633, being at the rate of 244 per cent. On the other hand, the number of certificated denominational schools has fallen from 310 to 181, or 41 per cent. The net increase of all schools, from 569 to 1,073, is 88 per cent.

The number of pupils enrolled, having been 47,663 in the first quarter of 1867 and 111,269 during the year 1876, has increased by 63,606, or 133 per cent. The amount of fees has increased at the rate of 100 per cent.

The number of new school-houses erected was 199, to which may be added 61 others in course of erection.

The total number of teachers, assistants, and pupil teachers has increased from 971 to 1,583, or 63 per cent. The number of teachers who have been under training is 681.

The following table exhibits for the quarter ending December 31, 1876, the number of pupils enrolled, the average attendance, and the relative proportions of these numbers:

Localities.	Number enrolled.	Number in average attendance.	Percentage of average attendance to number enrolled.
Cities and suburbs	27,742	18,359.6	66.1
Large towns	4,369	2,917.5	66.7
Small towns	13,397	9,070.3	67.7
Mining districts	7,338	4,875.6	66.4
Rural districts	24,113	16,634.1	68.9
Total	76,959	51,857.1	67.3

NEW ZEALAND, British colony: Area, 106,259 square miles; population, 399,075. Capital, Auckland; population, 21,500. Superintendent of education, J. Williamson.

New Zealand has 140 schools, with 8,284 pupils on the rolls and 4,929 in average attendance. The number of teachers is 178. The Auckland College and Grammar School has 7 teachers and 164 students.

QUEENSLAND, British colony: Area, 678,600 square miles; population, 181,288. Capital, Brisbane; population in 1871, 19,413. Secretary of the board of education, E. Butterfield.

On the 1st of January, 1876, the education department found 222 primary schools in operation in the colony, of which 155 were state schools, 42 provisional schools, and

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25 non-vested schools. During the year, the total number increased to 263. Fifteen new state schools and 24 new provisional schools were opened.

The total number of children enrolled in 1876 was 36,271, against 33,778 in 1875—an increase of 2,493. The mean number enrolled was 24,369 in 1875 and 26,949 in 1876—an increase of 2,580. The average daily attendance was 18,534.

The number of teachers employed was 617, of whom 335 were males and 282 females. The time devoted to secular instruction in all but infant schools is five hours on every day of the week except Saturday and Sunday. The number of ordinary school days in the year was 220.

The children attending the schools vary in age from 4 to 16. They are admitted to infant schools at the age of 4 and into other schools at the age of 5. The gross expenditure of the education department for primary schools in 1876 was £73,131.

TASMANIA, British colony: Area, 26,215 square miles; population, 104,217. Capital, Hobart Town; population, 19,092. President of the board of education, Henry Butler.

During the year there were 154 schools in actual operation; total number of children on the rolls, 12,271; average daily attendance, 5,703. During the year 1876 there were 158 schools in operation, and the number of children on the rolls was 12,231. The total expenditure in 1876 amounted to £15,484.

VICTORIA, British colony: Area, 83,198 square miles; population, 823,372. Capital, Melbourne; population, 54,993. Minister of public instruction, W. Collard Smith.

The following information is derived from the report of the minister of public instruction for the year 1876-77:

The estimated number of children of school age (6-15) is 196,047; the following table shows the attendance of children at school:

Children in attendance at—	Of school age (6-15).	Under and over school age.	Total.
Private schools.....	22,863	6,075	28,938
Colleges, grammar schools, &c.....	833	202	1,035
Reformatory schools.....	135	84	219
Industrial schools.....	856	116	972
Total.....	24,687	6,477	31,164

The number of state and capitation schools in operation during the year 1876, with the pupils attending them, is shown in the following table:

1876.	Number of schools.	Total number of children enrolled dur- ing the year.	Average at- tendance throughout the year.
State schools and state night schools.....	1,457	222,373	103,026
Capitation schools.....	67	12,913	5,788
Total.....	1,524	235,286	108,814
Deduct for schools closed.....	26	8,726	2,056
Balance.....	1,498	231,560	106,758

Of the estimated number of children of school age, 196,047, there were 152,147 attending schools supported by the state, 750 capitation schools, 22,863 private schools, 833 grammar schools, 991 industrial and reformatory schools; 7,000 were taught at home, and 11,463 were educated up to the compulsory standard and removed from school.

Truant officers.—Truant officers have been sent to all the centres of population, with a view of prosecuting parents who persist in neglecting the education of their children. One hundred and fifty-eight prosecutions have already been made, which have resulted in 157 convictions and 1 dismissal.

Teachers.—The total number of teachers was 3,576, of whom 1,325 were head teachers, 757 assistant teachers, 529 work mistresses, and 965 pupil teachers.

INSTRUCTION IN ART.

The interest awakened throughout the country by the Centennial Exhibition in the whole subject of art in its relations to industries, and in its special development in works of strictly high art, continues. In my report for 1876 a comprehensive statement was made of the art exhibitions, museums, schools, and academies which were either opened for the first time in the centennial year or which were then reopened. All these institutions seem to be prospering; and all the art schools, both those of high art and those especially aiming to teach the industrial applications of art, are crowded with eager pupils. In the cities and towns in which drawing has been for some years taught in the public schools, the evidences of progress have been so apparent as to commend the study to all classes. Art loan collections are becoming a recognized feature in many cities and towns, and it is safe to say that at present interest in all matters pertaining to art is more generally diffused throughout the community than at any former period in the history of the United States.

The economic relations of art are beginning to be understood, and the fact that such principles of art knowledge can be given in the public schools as shall enable the pupils to become available as producers in art industries is beginning to be appreciated. When confidence in this public school training in industrial art shall have become general, a very marked increase in the art productions of the United States may be expected.

A movement looking to the combination of a mart for the sale of art works with classes for giving practical training in art industries has been initiated in New York, under the designation of the Society of Decorative Art, which promises to become permanent and to be followed by the establishment of similar societies in other cities.

Some knowledge of the history of art and of the æsthetic development of man seems to be more and more considered an essential part of higher education by the colleges and universities. The public lectures on art, the frequent exhibitions, the increasing number of art publications, and the attention given to art topics in the current magazine literature, all evince the awakening interest of the public in art matters.

In public collections of works of art, as well as in all museums of natural objects and in public libraries, a notable change has taken place during the last few years, owing to a fuller recognition of the educational value and possibilities of such collections.

So far as relates to art museums this change may be ascribed largely to the influence of the example set by the character and management of the South Kensington collections, which, in turn, grew out of the Hyde Park World's Fair. The value of such collections in developing the public taste and in affording direct instruction to those who wish to apply the arts to industries, which has been widely recognized in Great Britain and in the continental countries of Europe, is beginning to be understood in this country, and an art museum no longer means, as it has done until very recently, simply a collection of paintings, of statuary, and possibly of a few engravings; it now comprises nearly everything to which artistic treatment may be applied. Art is rapidly becoming comprehensive, and the artist is free to use whatever material may suit his purpose. Art, long divorced from the interests of the common people, becomes allied to the common industries and the common needs of all, and the artisan and the artist, as in the best days of art, are rapidly recognizing their mutual relation and dependence.

The foundation of the Pennsylvania Museum and School of Industrial Art, which

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is the outcome of the Centennial Exhibition, just as South Kensington was the outcome of the Hyde Park Exhibition, is the first working example of such a museum and school in this country. The collections of examples of industrial art which are to be seen in the halls of the Memorial Building at Fairmount Park, Philadelphia, excluding, as they do, canvases, marbles, and engravings—formerly the sole stock of an art museum—are calculated to impress the beholder with a new sense of the possibilities of industrial art and of its immense importance to a country in an economic point of view.

The Massachusetts State Normal Art School, Boston, under the direct charge of Prof. Walter Smith, State art director, has been the pioneer in this field, and is doing excellent work in the training of those who shall be able to disseminate widely the kind of instruction essential to the development of a large number of workers in industrial art, which must be preliminary to any important development of art industries in this country. The collections of the Boston Museum of Art, while rich in works of high art and in the material necessary to train artists, are also well provided with examples of the application of art to various industries.

The loan collections of the Metropolitan Museum, in New York, have been arranged with special reference to their educational influence: the development of this museum into an institution similar to that of South Kensington having been the design of its founders and the plan which has been kept constantly in view, though the high art features and the archaeological specialty of the museum have been in no way neglected. A great expansion of its work in the way of schools and direct instruction, not as yet attempted, may be anticipated when it removes to the permanent quarters providing for it in Central Park. In the selection of the site and in the plans of the buildings, every provision for this anticipated growth and varied development has been made.

In direct training of pupils in industrial art, the Woman's Art Schools of the Cooper Union have been conspicuous. The Schools of Design in Philadelphia, Cincinnati, St. Louis, and Pittsburgh have given much attention to practical instruction in art industries. The Lowell School of Practical Design, Boston, Mass., is a free school for technical instruction in the direct application of art to manufactures. The Free School of Art of Cooper Union, the Franklin Institute Drawing Classes, Philadelphia, and the night art classes of the Maryland Institute, Baltimore, give free instruction to boys and men in mechanical and free hand drawing. The Free Institute of Industrial Science at Worcester, Mass., gives theoretical and practical training in the industrial arts.

In high art training the leading schools are those of the Pennsylvania Academy of Fine Arts, Philadelphia; the National Academy of Design, New York; the classes of the Art Students' League, New York; the Brooklyn Art Association; the Yale School of Fine Arts, Yale College, New Haven, Conn.; the Museum of Fine Arts, Boston; the School of Design of the San Francisco Art Association; the Chicago Academy of Design, and the Art Department of Syracuse University, Syracuse, N. Y.

In collections of statuary, the Metropolitan Museum of New York, with its immense Di Cœnola collections from Cyprus and a few fine modern marbles, leads. Of collections of casts of statuary, the Corcoran Art Gallery at Washington; the Pennsylvania Museum of Fine Arts; the Museum of Fine Arts, Boston; the School of Design, San Francisco; the Yale Art School; the Art Gallery of Amherst College, Amherst, Mass., and the Art Gallery of Illinois Industrial University possess the largest and finest. Several of the other galleries and colleges also have good collections.

Of collections of paintings by old masters, the New York Historical Society, with the Bryan collection, the Metropolitan, with its collection of the Flemish school, and the Yale School of Fine Arts, with the Jarvis collection, possess the most important. Of more recent paintings, the Corcoran Art Gallery, the Pennsylvania Academy of the Fine Arts, the Lenox Library, New York, the Yale Art School, the Wadsworth Athenæum, *Hartford, Conn.*, the Museum of Fine Arts, Boston, and the Athenæum Art Gallery,

St. Johnsbury, Vt., possess the most important collections. Of colleges and other educational institutions that have larger or smaller art collections and give more or less instruction in art, may be named: Yale, Amherst, Cornell, University of Michigan, Illinois Industrial University, College of Notre Dame, Ind., Louisiana State University, Rochester University, Syracuse University, University of Vermont, Vassar College, Poughkeepsie, N. Y., Smith College, Northampton, Mass., South Hadley Seminary, Mass.

The following abstract from the 18 pages of statistical tables of the art institutions, which were given in my annual report for 1876, contains simply a list of the names, places, date of founding, and the chief officers or instructors of the art museums and art training institutions in the United States, for the purpose of including them in the present report and thus preserving the record complete.

The full statistics of the art collections and of the facilities possessed by the schools are in the tables of the report for 1876, and will be contained in the Special Report on Art Education in the United States now in the course of preparation by I. Edwards Clarke, A. M.

CLXXVIII REPORT OF THE COMMISSIONER OF EDUCATION.

Statistics of museums of art for 1876; from replies to inquiries by the United States Bureau of Education.

[Full historical and descriptive accounts of the public art collections and art training institutions in the United States will be found in the Special Report on Art Education in the United States, to be published by the Bureau of Education.]

1	Name of museum.	Location.	When founded.	Chief officer.	
				3	4
1	Art Gallery, Wadsworth Athenaeum.....	Hartford, Conn.....	1842	Calvin Day, president; J. Hammond Trumbull, secretary.	
2	Art Collections of Connecticut Museum of Industrial Art.....	New Haven, Conn.....	1876	Professor W. P. Blake, secretary.	
3	Art Collections, Yale School of Fine Arts, Yale College a.....	New Haven, Conn.....	1825	Professor John F. Weir, X. A., director.	
4	Art Gallery of Illinois Industrial University.....	Urbana, Ill.....	1874	John M. Gregory, LL. D., president of university.	
5	Museum, College of Notre Dame.....	South Bend, Ind.....	1848	A. M. Kirsch, curator.	
6	Art Collections of Louisiana State University.....	Baton Rouge, La.....	1854	Col. D. F. Boyd, superintendent.	
7	Museum of Maryland Historical Society.....	Baltimore, Md.....	1844	J. G. Gatchel, assistant librarian.	
8	Art Gallery, Amherst College.....	Amherst, Mass.....	1874	Professor R. H. Mather, curator.	
9	Art Gallery, Boston Athenaeum c.....	Boston, Mass.....	1807	E. N. Perkins, chairman committee on fine arts.	
10	Fine Arts Department of the Public Library.....	Boston, Mass.....	1852	Justin Winsor, superintendent of library.	
11	Museum of Fine Arts a.....	Boston, Mass.....	1870	Martin Brimmer, president; Charles C. Perkins, chairman committee on museum; Gen. Charles G. Loring, curator.	
12	Gray Collection of Engravings d.....	Boston, Mass.....	1856	George M. Whipple, secretary.	
13	Essex Institute, Fine Arts Department.....	Salem, Mass.....	1848	J. B. Angell, LL. D., president of university; Professor H. S. Frieze, curator.	
14	Museum of Art and History, University of Michigan.....	Ann Arbor, Mich.....	1855	L. G. Sclatett, president of Academy; A. M. Farnham, superintendent.	
15	Buffalo Fine Arts Academy.....	Buffalo, N. Y.....	1802	Andrew D. White, LL. D., president of university.	
16	Museum of Fine Arts, Cornell University.....	Ithaca, N. Y.....	1865	Geo. H. Moore, superintendent of library.	
17	Art Gallery, Lenox Library.....	New York, N. Y.....	1877	John Taylor Johnson, president; Gen. L. P. di Cesnola, secretary; Thomas Bland, assistant secretary.	
18	Metropolitan Museum of Art a.....	New York, N. Y.....	1870	John Austin Stevens, librarian.	
19	Museum and Gallery of Art of the New York Historical Society.....	New York, N. Y.....	1804		

	Permanent Art Collections of the National Academy of Design. ^a	New York, N. Y.	1830	T. Addison Richards, N. A., corresponding secretary.
20	Art Gallery of Vassar College	Poughkeepsie, N. Y.	1864	John H. Raymond, LL. D., president; Professor Henry Van Ingen, curator.
21	Art Museum of Rochester University	Rochester, N. Y.	1873	M. B. Anderson, president of university
22	Art Museum of Syracuse University	Syracuse, N. Y.	1873	Prof. George F. Comfort, dean of college of fine arts.
23	Museum of the Western Reserve and Northern Ohio Historical Society.	Cleveland, Ohio	1867	C. Whitlsey, president; C. C. Baldwin, secretary.
24	Art Collections of Pennsylvania Museum and School of Industrial Art.	Philadelphia, Pa.	1876	Coleman Sellers, president; H. Dumont Wagner, secretary.
25	Collection of the Historical Society of Pennsylvania	Philadelphia, Pa.	1824	John Jordan, jr., chairman of the library committee; Frederick D. Stone, assistant librarian; Townsend Ward, secretary.
26	Permanent Art Collections of the Pennsylvania Academy of Fine Arts. ^a	Philadelphia, Pa.	1805	James L. Claghorn, president; John Sartain, secretary of the academy; George Corlies, actuary.
27	Art Collection of the Redwood Library and Athenaeum	Newport, R. I.	1789	Benjamin H. Rhoades, librarian.
28	Park Gallery of Art, University of Vermont	Burlington, Vt.	1873	M. H. Buckham, D. D., president of university.
29	Athenaeum Art Gallery	St. Johnsbury, Vt.	1873	W. W. Thayer, librarian of atheneum.
30	Corcoran Art Gallery	Washington, D. C.	1869	William McLeod, curator; F. S. Barbarin, M. D., assistant curator.

^a In addition to its own, the museum exhibits important loan collections. ^b Date of the acquisition of the Trumbull paintings. ^c The Athenaeum Art Gallery was transferred to the Boston Museum of Fine Arts in 1876, and will not hereafter appear in these tables as a separate collection. ^d Deposited in 1876 for the term of seven years in the Museum of Fine Arts, Boston. ^e Art collection in 1870. ^f Library founded in 1730.

CLXXX REPORT OF THE COMMISSIONER OF EDUCATION.

Statistics of institutions affording art instruction, including all training in industrial art, from 1876; from replies to inquiries by the United States Bureau of Education.

	Name.	Location.	When founded	Principal.
	1	2	3	4
1	School of Design of the San Francisco Art Association.	San Francisco, Cal.	1873	Samuel Purdy, secretary; Martin, assistant secretary; William Williams, director.
2	Yale School of the Fine Arts	New Haven, Conn.	1864	Prof. John F. Weir, director
3	Art Schools of Chicago Academy of Design.	Chicago, Ill.	1867	L. W. Volk, president; G. F. F. ins, director; Paul Brown tary.
4	Illinois Industrial University	Urbana, Ill.	1870	J. M. Gregory, LL. D., president university.
5	Maryland Institute Schools of Art and Design.	Baltimore, Md.	1848	Prof. D. A. Woodward.
6	Boston Art Club	Boston, Mass.	1855	Charles A. Barry, secretary.
7	Lowell Institute Drawing Classes.	Boston, Mass.	1849	Benjamin E. Cotting, M. D., of the institute; George H. worth, principal.
8	Lowell School of Practical Design. b	Boston, Mass.	1872	Charles Kastner.
9	Massachusetts Institute of Technology, department of architecture.	Boston, Mass.	1861	William R. Ware, a. b., professor architecture.
10	Massachusetts Normal Art School.	Boston, Mass.	1873	Prof. Walter Smith, State architect, principal; William T. curator.
11	School of Drawing and Painting, Museum of Fine Arts.	Boston, Mass.	1876	Prof. W. R. Ware, secretary permanent committee; Otto mann, principal.
12	Worcester County Free Institute of Industrial Science.	Worcester, Mass.	1865	Prof. C. O. Thompson.
13	St. Louis Art School	St. Louis, Mo.	1872	Conrad Diehl.
14	Manchester Art Association	Manchester, N. H.	1871	H. W. Herrick, president; B. Sawyer, secretary.
15	Art Classes of the Brooklyn Art Association.	Brooklyn, N. Y.	1861	William H. Husted, secretary.
16	Cornell University, courses in architecture and in the mechanic arts.	Ithaca, N. Y.	1865	A. D. White, LL. D., president university.
17	Art Students' League	New York, N. Y.	1875	F. Waller, president; Howland, corresponding secretary.
18	Cooper Union Art Schools: 1. Woman's Art School	New York, N. Y.	1852	Mrs. Susan N. Carter.
	2. The Free School of Art	New York, N. Y.	1857	F. G. Tisdall, jr., Ph. D., director.
19	Ladies' Art Association	New York, N. Y.	1870	Mrs. J. B. Collin, corresponding secretary; Miss Alice D. curator (studio, 896 way).
20	Art Schools of the National Academy of Design.	New York, N. Y.	1826	D. Huntington, president; Wilmarth, director of school.

Statistics of institutions affording art instruction, &c.—Continued.

	Name.	Location.	When founded.	Principal.
	1	2	3	4
21	The Palette Club.....	New York, N. Y. .	1869	Hon. Noah Davis, president; Sam'l J. Jelliffe, corresponding secretary.
22	School of Design, Vassar College c.	Poughkeepsie, N. Y.	1877	Prof. Henry Van Ingen.
23	College of Fine Arts of Syracuse University.	Syracuse, N. Y.	1872	Prof. George F. Comfort, dean.
24	School of Design of the University of Cincinnati.	Cincinnati, Ohio ..	1869	Thomas S. Noble.
25	Toledo University of Arts and Trade.	Toledo, Ohio	1872	Charles J. Shipley.
26	Franklin Institute Drawing Classes.	Philadelphia, Pa. .	1824	J. B. Knight, secretary of institute.
27	Art Classes of the Pennsylvania Academy of the Fine Arts.	Philadelphia, Pa. .	1800	Christian Schussela.
28	Philadelphia School of Design for Women.	Philadelphia, Pa. .	1847	Miss E. Crossdale.
29	The Pennsylvania Museum and School of Industrial Art.	Philadelphia, Pa.		
30	Pittsburgh School of Design for Women.	Pittsburgh, Pa.	1865	Hugh Newell.

^a University founded in 1867, school of architecture in 1870, art gallery in 1874, school of design in 1876.

^b This course of free instruction, open to pupils of both sexes, is provided by the trustee of the Lowell Institute, and is in the rooms and under the direction of the Massachusetts Institute of Technology.

^c The opening of this school will take place in September, 1877.

STATISTICAL ABSTRACTS.

My report for 1876 was not printed in such numbers as to satisfy more than half the correspondents of this Office, though its contents were more varied and the year covered by it was in all respects the most important since the foundation of the Office. In the hope that Congress will see fit to order a larger edition of the present volume than its predecessor did of the last, I venture to reprint some parts of certain statistical tables which appeared in that report; the present report omits the corresponding tables this year.

CLXXXII REPORT OF THE COMMISSIONER OF EDUCATION.

Statistics of orphan asylums, soldiers' orphans' homes, infant asylums, industrial schools, and miscellaneous charities for 1876; from replies to inquiries by the United States Bureau of Education.

PART 1.—Statistics of orphan asylums.

1	Name.	Location.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.		Present inmates.	
			Male.	Female.	Male.	Female.	Male.	Female.
1	Church Home for Orphans.....	Mobile, Ala.	3	4	5	7	1	37
2	Protestant Orphan Asylum.....	Mobile, Ala. (Dauphin Way, west of Broad)	(3)	0	225	16	20	20
3	Orphans' Home of the Synod of Alabama.....	Tuskegee, Ala.	0	3	3,101	0	203	0
4	Roman Catholic Female Orphan Asylum.....	San Francisco, Cal.	(14)	16	285	52	21	21
5	St. Vincent's Male Orphan Asylum*.....	San Rafael, Cal.	2	7	109	16	9	9
6	Good Templars' Home for Orphan Children.....	Vallejo, Cal.	0	4	50	28	33	33
7	Bridgeport Protestant Orphan Asylum.....	Bridgeport, Conn.	2	10	5,000	50	0	0
8	Hartford Orphan Asylum.....	Hartford, Conn.	5	5	500	82	62	62
9	St. Catharine's Orphan Asylum.....	Hartford, Conn.	1	6	1,200	12	9	9
10	St. James' Asylum.....	Hartford, Conn.	2	3	60	9	4	4
11	New Haven Orphan Asylum.....	New Haven, Conn.	(3)	1	300	0	40	40
12	Orphans' Home.....	Decatur, Ga.	1	4	47	0	0	0
13	Orphans' Home of South Georgia Conference.....	Macon, Ga.	0	2	2,500	100	100	100
14	Female Orphan Asylum*.....	Savannah, Ga.	0	13	119	22	10	10
15	Union Society, or Bethesda Orphan Home.....	Savannah, Ga.	1	4	130	0	0	0
16	Chicago Protestant Orphan Asylum.....	Chicago, Ill. (789 Michigan ave.)	0	2	100	100	100	100
17	St. Joseph's Orphan Asylum.....	Chicago, Ill. (3 Douglas Place)	13	10	119	22	10	10
18	Ulrich Orphan Asylum.....	Chicago, Ill.	10	10	119	22	10	10

CLXXXIV REPORT OF THE COMMISSIONER OF EDUCATION.

PART 1.—Statistics of orphan asylums, &c., for 1876—Continued.

	Name.	Location.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.	Present inmates.	
			Male.	Female.		Male.	Female.
1		2	3	4	5	6	7
52	Seamen's Orphan and Children's Friend Society	Salem, Mass.	.....	3	420	8	18
53	Church Home for Orphan and Destitute Children	South Boston, Mass.	1	0	.....	50	50
54	Springfield Children's Home	Springfield, Mass. (Buckingham st.)	.....	4	500	21	20
55	Orphans' Home	Worcester, Mass.	.....	5	.....	31	12
56	Ladies' Protestant Orphan Asylum	Detroit, Mich.	.....	5	1,100	14	12
57	St. Anthony's Male Orphan Asylum	Detroit, Mich.	.....	8	343	80	.....
58	St. Vincent's Orphan Asylum	Detroit, Mich. (McDongall ave.)	.....	8	1,052	.....	95
59	D'Evereux Hall	Natchez, Miss.	6	.....	224	52	.....
60	Evangelical Lutheran Orphan Home	Des Peres, Mo.	3	3	200	48	24
61	Episcopal Orphans' Home	St. Louis, Mo. (cor. Grand and Lafayette aves.)	0	4	685	29	41
62	German St. Vincent Orphan Asylum	St. Louis, Mo. (20th st., bet. O'Fallon st. and Cass ave.)	1	12	1,500	105	95
63	Home of the Good Shepherd	St. Louis, Mo.	.....	30	4,757	.....	311
64	St. Bridget's Female Half Orphan Asylum	St. Louis, Mo. (2649 Christy ave.)	1	12	800	.....	130
65	St. Mary's Orphan Asylum	St. Louis, Mo.	.....	11	1,150	.....	153
66	Southern Methodist Orphan Home	St. Louis, Mo.	.....	4	400	18	22
67	St. Louis Protestant Orphan Asylum	Webster Groves, Mo.	1	9	2,500	(89)	.....
68	State Orphans' Home	Carson City, Nev.	.....	.....	133	33	16
69	New Hampshire Orphans' Home	Franklin, N. H.	.....	5	147	21	13
70	Children's Friend Society	Jersey City, N. J.	0	3	224	34	39
71	Newark Orphan Asylum	Newark, N. J. (323 High st.)	7	8	1,417	47	100

ORPHAN ASYLUMS.

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..... & Whole number during the year.

* From Report of the Commissioner of Education for 1875.

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CLXXXVI REPORT OF THE COMMISSIONER OF EDUCATION.

PART 1.—Statistics of orphan asylums, &c., for 1876.—Continued.

	Name.	Location.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.	Present inmates.	
			Male.	Female.		Male.	Female.
1	2	3	4	5	6	7	8
106	Roman Catholic Orphan Asylum.....	New York, N. Y. (647 5th ave.).....	12	450	462	450	95
107	St. Joseph's Asylum in the City of New York.....	New York, N. Y. (ave. A and 86th st.).....	2	1,639	1,641	1,639	95
108	St. Patrick's Female Orphan Asylum.....	New York, N. Y.....	18	900	918	900	520
109	St. Stephen's Home for Children.....	New York, N. Y. (145 E. 28th st.).....	0	7	625	66	70
110	The Society for the Relief of Half Orphan and Destitute Children.....	New York, N. Y. (67 W. 10th st.).....	19	3,535	88	79	79
111	Poughkeepsie Orphan House and Home for the Friendless.....	Poughkeepsie, N. Y.....	7	793	49	13	13
112	Rochester Orphan Asylum.....	Rochester, N. Y.....	1	2,005	65	29	29
113	St. Joseph's German Roman Catholic Orphan Asylum.....	Rochester, N. Y.....	5	155	23	42	42
114	St. Mary's Male Orphan Asylum.....	Rochester, N. Y.....	14	705	95	79	79
115	St. Patrick's Female Orphan Asylum.....	Rochester, N. Y.....	7	1,010	85	63	63
116	Onondaga County Orphan Asylum.....	Syracuse, N. Y.....	1	2,325	133	133	133
117	St. Vincent De Paul's Orphan Asylum.....	Syracuse, N. Y.....	12	668	1	140	140
118	St. Vincent's Female Orphan Asylum.....	Troy, N. Y.....	1	1,121	1	250	0
119	Troy Catholic Male Orphan Asylum.....	Troy, N. Y.....	12	61,474	1,135	58	39
120	Troy Orphan Asylum.....	Troy, N. Y. (8th st.).....	1	1,135	18	27	27
121	House of the Good Shepherd.....	Utica, N. Y.....	0	250	18	27	27
122	Utica Orphan Asylum.....	Utica, N. Y.....	8	1,337	61,775	61,775	61,775

ORPHAN ASYLUMS.

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1286	German Methodist Orphan Asylum.....	Berea, Ohio.....	1	4	117	32
1287	Cincinnati Orphan Asylum.....	Cincinnati, Ohio (Mt. Auburn).....	1	9	16, 739	62
1288	German General Protestant Orphan Asylum.....	Cincinnati, Ohio.....			50	44
1289	Cleveland Protestant Orphan Asylum*.....	Cleveland, Ohio.....	(4)		2, 128	40
1290	Orphan Asylum, I. O. B. E.....	Cleveland, Ohio.....	5	4	451	184
1291	St. Mary's Orphan Asylum.....	Cleveland, Ohio (Harmon st.).....	25			(182)
1292	Montgomery County Children's Home.....	Dayton, Ohio.....	1	14	603	78
1293	Ebenezer Orphan Institute.....	Fiat Rock, Ohio.....	4	8	244	05
1294	Children's Home for Butler County.....	Hamilton, Ohio.....			150	14
1295	Children's Home of Ironton.....	Ironton, Ohio.....	2	6	54	14
1296	Washington County Children's Home.....	Marietta, Ohio.....	2	13	440	57
1297	Home for Friendless Children.....	Mt. Vernon, Ohio.....	(6)		16	11
1298	Citizen Hospital and Orphan Asylum.....	Tiffin, Ohio.....	3	25	176	56
1299	German Evangelical Lutheran Orphan Asylum.....	Toledo, Ohio.....	2	2	322	26
1300	Protestant Orphans' Home.....	Toledo, Ohio.....	1	5	414	25
1301	St. Vincent's Orphan Asylum.....	Toledo, Ohio.....	1	15	1, 071	43
1302	McIntire Children's Home.....	Zanesville, Ohio.....		4	164	24
1303	St. Joseph's Asylum.....	Allegheny, Pa.....	2	4	500	48
1304	Orphans' Home of the Evangelical Lutheran Church.....	Germanstown, Pa.....	3	2	397	52
1305	Home for Friendless Children of the City and County of Lancaster.....	Lancaster, Pa.....	1	11	650	75
1306	Enan's Orphan House.....	Middletown, Pa.....	2		200	14
1307	Bethesda Children's Christian Home.....	Philadelphia, Pa. (Chestnut Hill).....		8	500	40
1308	Burd Orphan Asylum of St. Stephen's Church.....	Philadelphia, Pa.....	2		116	
1309	Church Home for Children.....	Philadelphia, Pa. (Angora).....		6		
1310	Girard College for Orphans.....	Philadelphia, Pa.....	16	22	1, 840	550
1311	Home for Destitute Colored Children.....	Philadelphia, Pa. (Darby Road and 46th st.).....	1	4	400	31
1312	Jewish Foster Home and Orphan Asylum.....	Philadelphia, Pa.....		3		21
1313	Northern Home for Friendless Children.....	Philadelphia, Pa. (n. e. cor. 23d and Brown sts.).....	2	10	3, 800	93
1314	Philadelphia Orphan Asylum.....	Philadelphia, Pa. (64th st. and Lanadowne ave.).....	1	9	1, 000	48
1315	Southern Home for Destitute Children.....	Philadelphia, Pa. (s. e. cor. 12th and Fitzwater sts.).....		13	2, 800	103
1316	"The Shelter" for Colored Orphans.....	Philadelphia, Pa. (44th and Haverford sts.).....		5		(88)
1317	Union Temporary Home for Children.....	Philadelphia, Pa. (n. e. cor. 16th and Poplar sts.).....	1	9		33
1318	Western Provident Society and Children's Home.....	Philadelphia, Pa. (41st and Baring sts.).....	1	8		49
1319	St. Paul's Roman Catholic Orphan Asylum.....	Pittsburgh, Pa.....	0	20	3, 250	138

* From Report of the Commissioners of Education for 1875.

a Since May 1, 1896.

b Whole number during the year.

* From Report of the Commissioner of Education for 1875.

a Since May 1, 1888.

b Whole number during the year.

PART 1.—Statistics of orphan asylums, &c., for 1876.—Continued.

	Name.	Location.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.		Present inmates.	
			Male.	Female.	5	6	Male.	Female.
	1	2	3	4	5	6	7	
160	St. Catharine's Female Orphan Asylum	Reading, Pa.	(5)	5	57	0	35	
161	Orphans' Home of Evangelical Lutheran Church	Rochester, Pa.	1	3	400	44	42	
162	Bethany Orphan Home	Womelsdorf, Pa.	1	4	173	28	21	
163	Children's Home of Borough and County of York	York, Pa.	2	2	155	48	24	
164	Orphans' Farm School	Zellenople, Pa.	1	5	407	14	1	
165	Providence Association for the Benefit of Colored Children	Providence, R. I. (20 Olive st.)	1	2	482	4	21	
166	Hebrew Orphan Society	Charleston, S. C. (Broad st., cor. Court-House square)	1	1	21	7	2	
167	Thornwell Orphanage	Clinton, S. C.	3	12	243	46	11	
168	State Orphan Asylum	Columbia, S. C.	1	1	23	13	28	
169	Carolina Orphan Home	Spartanburg, S. C.	2	3	720	20	2	
170	Leath Orphan Asylum	Memphis, Tenn.	8	1	1,200	3	28	
171	St. Peter's Orphan Asylum	Memphis, Tenn.	1	1	340	82	12	
172	Nashville Protestant Orphan Asylum	Nashville, Tenn.	0	13	797	46	26	
173	Home for Destitute Children	Burlington, Vt.	1	1	38	4	50	
174	Providence Orphan Asylum	Burlington, Vt.	3	3	310	12	12	
175	Jackson Orphan Asylum	Norfolk, Va.	1	1	10	10	30	
176	Norfolk Female Orphan Asylum	Norfolk, Va.	0	2	443	12	10	
177	St. Paul's Church Home	Petersburg, Va.	0	2			10	
178	Friends' Asylum for Colored Orphans	Petersburg, Va.	0	2			12	

ORPHAN ASYLUMS.

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180	St. Paul's Church Home	Richmond, Va.	0	2	100	30
181	St. Vincent's Orphan Asylum	Wheeling, W. Va.	0	5	100	(115)
182	Milwaukee Orphan Asylum	Milwaukee, Wis.	0	6	911	21
183	St. Rose's Orphan Asylum	Milwaukee, Wis.	0	10	900	185
184	St. Emilianus' Orphan Asylum	St. Francis Station, Wis.	3	13	575	105
185	Home for Destitute Colored Women and Children	Washington, D. C.	0	4	716	66
186	St. John's Home for Children	Washington, D. C.	0	0	0	17
187	St. Joseph's Male Orphan Asylum	Washington, D. C.	0	13	630	106
188	Cherokee Orphan Asylum	Cherokee Nation, Ind. Ter.	4	6	230	80

PART 2.—Statistics of soldiers' orphans' homes for 1876.

	Name.	Location.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.		Present inmates.	
			Male.	Female.	Male.	Female.	Male.	Female.
1	1	2	3	4	5	6	7	8
1	Soldiers' Orphans' Home	Normal, Ill.	6	6	1,018	138	133	
2	Indiana Soldiers' Orphans' Home	Knightstown, Ind.	10	15	587	180	100	
3	Soldiers' Orphans' Home and Home for Indigent Children	Davenport, Iowa	7	22	1,260	128	81	
4	Ohio Soldiers' and Sailors' Orphans' Home	Xenia, Ohio	23	63	1,189	260	242	
5	Bridgewater Colored Soldiers' Orphan School	Bridgewater, Pa.	4	6	253	41	31	
6	St. Paul's Orphan Home	Butler, Pa.	3	4	95	23	22	
7	White Hall Soldiers' Orphans' School	Camp Hill, Pa.	10	9	672	145	68	
8	Chester Springs Soldiers' Orphan School and Literary Institute	Chester Springs, Pa.	6	12	565	101	65	
9	Dayton Soldiers' Orphan School	Dayton, Pa.	4	9	583	117	90	
10	Harford Soldiers' Orphan School	Harford, Pa.	4	4	550	100	90	
11	Fressler Orphan Home	Loydsville, Pa.	4	5	207	57	31	
12	McAllisterville Soldiers' Orphan School	McAllisterville, Pa.	4	11	721	94	68	
13	Mansfield Soldiers' Orphans' School	Mansfield, Pa.	6	12	475	109	83	
14	Mercer Soldiers' Orphan School	Mercer, Pa.	6	17	567	168	155	
15	Mount Joy Soldiers' Orphans' School	Mount Joy, Pa.	7	8	764	140	100	
16	Lincoln Institution	Philadelphia, Pa. (303 S. 11th st.)	3	3	201	89	89	
17	Soldiers' Orphans' Institute	Philadelphia, Pa. (23d and Parrish sts.)	4	10	631	174	116	
18	The Educational Home	Philadelphia, Pa. (cor. 49th st. and Greenway avenue)	2	5	250	150	0	
19	Dunbar's Camp Soldiers' Orphan School	Uniontown, Pa.	11	5	531	105	76	
20	Philadelphia Soldiers' Orphan School	Water Cure, Pa.	8	14	607	95	80	

INFANT ASYLUMS.

CXCI

PART 3.—Statistics of infant asylums for 1876.

1	Name.	Location.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.		Present inmates.	
			Male.	Female.	Male.	Female.	Male.	Female.
1	Little Sisters' Infant Shelter	San Francisco, Cal.	3	4	5	7	6	7
2	Day Nursery, Union for Home Work	Hartford, Conn.		2				
3	Foundlings' Home	Chicago, Ill. (72 S. Wood st.)	1	34	1,800	22	36	22
4	Massachusetts Infant Asylum	Boston, Mass. (Boylston Station)	1	15	461	24	24	24
5	Foundlings' Home	Detroit, Mich. (13th st.)		5	1,000	30		30
6	House of Providence.	Detroit, Mich. (187 Elizabeth st.)	1	13	885			
7	Buffalo Widows' and Infants' Asylum	Buffalo, N. Y. (126 Edward st.)	2	8	3,433			
8	Babies' Shelter and Day Nursery	New York, N. Y. (143 W. 20th st.)		10	212	8	7	7
9	Foundling Asylum of the Sisters of Charity	New York, N. Y. (E. 68th st. and 3d ave.)		19	7,612	880	859	80
10	New York Infant Asylum*	New York, N. Y. (24 Clinton Place)	(3)	4		85	80	80
11	Nursery and Child's Hospital of the City of New York	New York, N. Y. (Lexington ave. and 51st st.)	4	12		274	240	72
12	Day Home	Troy, N. Y.	0	4		94	72	72
13	Providence Nursery	Providence, R. I. (204 Williams st.)		6	230	21	19	63
14	St. Joseph's Orphan Asylum for Small Female Children*	Milwaukee, Wis.	(4)			0	63	63
15	St. Ann's Infant Asylum	Washington, D. C.				30	40	40

* From Report of the Commissioner of Education for 1875.

a Includes country branch at Staten Island.

CXCII REPORT OF THE COMMISSIONER OF EDUCATION.

PART 4.—Statistics of industrial schools for 1876.

	Name.	Location.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.	Present inmates.	
			Male.	Female.		Male.	Female.
1	2	3	4	5	6	7	8
1	City and County Industrial School.	San Francisco, Cal.	18	3	2,228	143	70
2	Connecticut Training School for Nurses	New Haven, Conn.			73	0	12
3	Industrial Home for the Friendless and Relief Society for the Poor	Savannah, Ga. (cor. Charlton and Drayton sts.)	1	2	50		10
4	Railroad Mission Industrial School	Chicago, Ill.	(25)				200
5	Busy Bee	Richmond, Ind.	(25)				
6	Industrial School of Holy Cross	New Orleans, La. (Refinery and Levee sts., near Convent)	15	3	150	50	0
7	St. Joseph's House of Industry	Baltimore, Md. (cor. Carey and Lexington sts.)		11	300		38
8	St. Mary's Industrial School for Boys of the City of Baltimore	Carroll P. O., Md.	7	0	670	261	0
9	Boston Training School for Nurses	Boston, Mass. (Blossom st.)		1	56		40
10	Industrial School for Girls	Boston, Mass. (Centre st., Dorchester district)		2	200		25
11	Detroit Industrial School	Detroit, Mich.				62	58
12	Girls' Industrial Home	St. Louis, Mo. (19th and Morgan sts.)		10	2,500		82
13	St. Paul's Female Orphan Asylum or Industrial School	Brooklyn, N. Y.		13	1,479		237
14	St. Mary's Academy and Industrial School	Buffalo, N. Y. (72 Franklin st.)		24	2,172		65
15	Children's Aid Society Industrial Schools	New York, N. Y. (19 E. 4th st.)	3	80	44,378	(a10,345)	
16	Five Points House of Industry	New York, N. Y. (155 Worth st.)	11	18	23,363	145	112
17	Industrial Home	New York, N. Y. (110 Lexington avenue)			1,662		
18	Industrial School of St. Augustine's Chapel, Trinity Parish	New York, N. Y. (Bowery and Houston st.)		21	905	1	317
19	Industrial School of the Hebrew Orphan Asylum	New York, N. Y.	4	1	70	32	
20	Institution of Mercy	New York, N. Y. 633 E. Houston st.	1	8	13,316	1	125

INDUSTRIAL SCHOOLS.

OXFORD

22	St. Joseph's Industrial Home for Destitute Children.....	New York, N. Y. (211 E. 20th st.).....	1	32	974	150	250
23	Training School for Nurses, Bellevue Hospital.....	New York, N. Y. (314 E. 20th st.).....		2	121		
24	Wilson Industrial School for Girls.....	New York, N. Y. (125 St. Mark's Place).....		8			234
25	Industrial Home of the City of Utica.....	Utica, N. Y. (21 Court st.).....					
26	Protestant Industrial School of Young Ladies' Branch of the Women's Christian Association.....	Cincinnati, Ohio (88 E. 3d st.).....	1	6	271		49
27	Free Sewing School.....	Marietta, Ohio.....					
28	Free Sewing School for Poor Children.....	Marietta, Ohio.....					65
29	Toledo Industrial School.....	Toledo, Ohio (194 Adams st.).....		2		16	64
30	Industrial Home for Girls.....	Philadelphia, Pa. (703 S. 10th st.).....		3	349		28
31	West Philadelphia Industrial School of Immaculate Conception.....	Philadelphia, Pa. (39th and Pine sts.).....		17	1,000		80
32	Girls' Industrial Home.....	Knoxville, Tenn.....	0	2	41	0	13
33	Industrial School.....	—, Vt.....		(19)	450	0	70
34	Milwaukee Industrial School.....	Milwaukee, Wis.....		(3)	95	7	17
35	Industrial Home School of the District of Columbia.....	Georgetown Heights, D. C.....	2	1	488	27	3
36	St. Rose's Industrial School*.....	Washington, D. C.....	(5)		40	1	34

* From Report of the Commissioner of Education for 1875.

c In industrial and evening schools during the year.

b A branch of the Children's Aid Society.

CXCV REPORT OF THE COMMISSIONER OF EDUCATION.

PART 5.—Statistics of miscellaneous charities for 1876.

	Name.	Location.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.		Present inmates.	
			Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	
1	Woman's Union Mission to Chinese Women and Children.	San Francisco, Cal. (cor. Jackson and Dupont sts.)	1				(53)	
2	Church Home.	Hartford, Conn.			0	1	5	
3	Union for Home Work.	Hartford, Conn. (239 Market st.)						
4	Young Woman's Boarding Home.	Hartford, Conn. (38 Church st.)						41
5	Home for the Friendless.	New Haven, Conn. (cor. Clinton ave. and Pine st.)					(33)	
6	Atlanta Benevolent Home.	Atlanta, Ga.	1		214			
7	Appleton Church Home*.	Macon, Ga.	(3)		32	0	22	
8	The "Abraham Home".	Savannah, Ga.						35
9	Chicago Home for Friendless.	Chicago, Ill. (911 Wabash ave.)	1	9		(1,105)		
10	House of the Good Shepherd.	Chicago, Ill.	0	32	1,540	0	219	
11	Newsboys' and Bootblacks' Home.	Chicago, Ill. (146 Quincy st.)	5	4	669	50		
12	Home of the Friendless.	Evansville, Ind.		2	373		14	
13	Indianapolis Home for Friendless Women.	Indianapolis, Ind.		2	3,000	0	15	
14	Old Ladies' Home.	New Albany, Ind.			32		21	
15	Home of the Friendless.	Richmond, Ind.			1,042			
16	Home for the Friendless.	Leavenworth, Kans.		3	1,020	8	18	
17	Old Ladies' Home*.	Louisville, Ky.		1	28	0	14	
18	Mater Dolorosa School.	Carrollton, La. (Cambrousse and Third sts.)			596	45	51	
19	Convent of the Good Shepherd.	New Orleans, La.	0	7	1,640		270	
20	French Benevolent and Mutual Aid Association.	New Orleans, La. (St. Ann, bet. Derbigny and Roman sts.)						

* Non-Profitable Institutions.

MISCELLANEOUS CHARITIES.

CXCV

[illegible]

* From Report of the Commissioner of Education for 1875.

• An average of 6,500 lodgings per annum.

PART 5.—Statistics of miscellaneous charities for 1876.—Continued.

Name.	Location.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.			Present inmates.	
		Male.	Female.	3	4	5	Male.	Female.
1	2	3	4	5	6	7		
56 House of the Good Shepherd.....	Brooklyn, N. Y. (Hopkinson ave. and Pacific st.).....	.....	30	2,500	.....	250		
57 Catholic Home.....	Buffalo, N. Y. (64 Franklin st.).....	.....	4	227	.....	14		
58 Ingleside Home.....	Buffalo, N. Y.....	1	4	346	.....	29		
59 Home for the Friendless.....	Newburgh, N. Y.....	.....	6	529	30	10		
60 St. Luke's Home and Hospital of Newburgh and New Hudson.....	Newburgh, N. Y.....	.....	1	19	1	2		
61 Association for the Relief of Respectable Aged Indigent Females.....	New York, N. Y. (226 E. 20th st.).....	.....	.....	.....	.....	66		
62 Baptist Home for Aged and Infirm Persons.....	New York, N. Y. (68th st., bet. Lexington and 4th aves.).....	.....	.....	120	.....	.....
63 Colored Home.....	New York, N. Y. (65th st., near 1st ave.).....	.....	.....	.....	.....	.....
64 Female Christian Home.....	New York, N. Y. (314 E. 15th st.).....	.....	.....	416	0	32		
65 Home for Aged and Infirm Hebrews.....	New York, N. Y. (cor. ave. A and 87th st.).....	2	6	90	30	60		
66 Home for Old Men and Aged Couples.....	New York, N. Y. (487 Hudson st.).....	.....	4	30	12	7		
67 Home for the Aged.....	New York, N. Y. (179 E. 70th st.).....	.....	14	480	.....	.....
68 Home for the Aged of the Church of the Holy Communion.....	New York, N. Y. (330 6th ave.).....	.....	.....	.....	.....	14		
69 Home for the Friendless (American Female Guardian Society).....	New York, N. Y. (32 E. 30th st.).....	1	62	22,243	54	90		
70 Hospital of New York Society for the Relief of the Ruptured and Crippled.....	New York, N. Y. (133 E. 42d st.).....	14	38	1,997	80	90		
71 Howard Mission and Home for Little Wanderers.....	New York, N. Y. (40 New Bowery).....	2	2	230,000	6	0		
72 Ladies' Home Missionary Society (Five Points Mission).....	New York, N. Y. (61 Park st.).....	3	9	.....	32	53		
73 New York House and School of Industry.....	New York, N. Y. (120 W. 10th st.).....	.....	14	.....	.....	.....
74 New York Juvenile Asylum.....	New York, N. Y. (176th st. and 10th ave.).....	22	35	10,156	656	122		
75 New York Magdalen Benevolent Society.....	New York, N. Y. (68th st., near 5th ave.).....	(5)	65		

MISCELLANEOUS CHARITIES.

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76	New York Society for the Prevention of Cruelty to Children.....	New York, N. Y. (600 Broadway).....	1	5	130	
77	Presbyterian Home for Aged Women.....	New York, N. Y. (792 st. and Madison ave.).....				42
78	St. Barnabas' House.....	New York, N. Y. (804 Mulberry st.).....	(10)	(6)		
79	St. John's Guild.....	New York, N. Y. (63 Varick st.).....				(26)
80	St. Mary's Free Hospital for Children.....	New York, N. Y. (407 W. 34th st.).....				
81	St. Vincent's Home for Homeless Boys of all Occupations.....	New York, N. Y. (53 and 55 Warren st.).....	6	2	10, 150	200
82	Shelter for Respectable Girls and Home for Convalescents.....	New York, N. Y. (238 6th ave.).....		2	2, 050	
83	The Sheltering Arms.....	New York, N. Y. (129th st. and 10th ave.).....	0	16	808	63
84	Trinity Chapel Home.....	New York, N. Y. (207 West 27th st.).....				12
85	Woman's Aid Society and Home for Training Young Girls.....	New York, N. Y. (41 7th ave.).....	0	2		0
86	Woman's Benevolent Society of Calvary Church.....	New York, N. Y. (East 22d st., near 3d ave.).....	(5)			175
87	Old Ladies' Home.....	Poughkeepsie, N. Y.....		3	19	15
88	Church Home of the Protestant Episcopal Church.....	Rochester, N. Y. (Mt. Hope ave.).....		5		(24)
89	Home for the Friendless.....	Rochester, N. Y.....	0	6		0
90	Home for Christian Care.....	Sing Sing, N. Y. (P. O. box 545).....	1	3	28	10
91	Home of the Good Shepherd.....	Syracuse, N. Y.....	2	4	284	10
92	St. Joseph's Asylum and House of Providence.....	Syracuse, N. Y.....	8	219	90	
93	St. James Home.....	Wilmington, N. C.....		2		
94	Home for the Friendless and Female Guardian Society.....	Cincinnati, Ohio (295 West Court st.).....				
95	The Children's Home.....	Cincinnati, Ohio (180 West 3d st.).....	3	3	2, 192	25
96	Bethel Home.....	Cincinnati, Ohio (corner Superior and Union sts.).....				20
97	Children's Aid Society and Industrial Home.....	Cleveland, Ohio (Detroit st.).....				83
98	Working Woman's Home.....	Cleveland, Ohio (16 Walnut st.).....	2	5		5
99	City Infirmary of Cincinnati.....	Hartwell, Ohio.....	(24)		450	48
100	Home for Friendless Women.....	Toledo, Ohio.....				204
101	Magdalene Asylum (Sisters of the Good Shepherd).....	Allegheny, Pa.....	10		356	53
102	Pittsburgh and Allegheny Home for the Friendless.....	Allegheny, Pa.....	12			88
103	Widows' Home of Allegheny City.....	Allegheny, Pa.....				640
104	Home for the Friendless.....	Erie, Pa. (corner 22d and Saassfras sts.).....	1	6	500	28
105	Home for the Friendless.....	Harrisburg, Pa.....		2	70	0
106	Home for Aged and Infirm Colored Persons.....	Philadelphia, Pa.....				30
107	Home for Aged and Infirm of the Methodist Episcopal Church.....	Philadelphia, Pa.....	2	3	184	11
108	Home for the Homeless.....	Philadelphia, Pa. (708 Lombard st.).....			147	7
			3			12

^a From Report of the Commissioner of Education for 1876. ^b Families assisted, 20,000. ^c Families of widows.

Families of widows.

b Families assisted. 20,000.

a Number benefited by the institution.

From Report of the Commissioner of Education for 1875.

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PART 5.—Statistics of miscellaneous charities for 1876 — Continued.

Name.	Location.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.	Present inmates.	
		Male.	Female.		Male.	Female.
1	2	3	4	5	6	7
109 House of the Good Shepherd.....	Philadelphia, Pa. (22d and Walnut sts.).....		16	1,725		190
110 Old Ladies' Home of Philadelphia.....	Philadelphia, Pa. (Frankford ave. and Clearfield st.).....	1	2	36	0	31
111 Pennsylvania Industrial Home for Blind Women.....	Philadelphia, Pa. (3921 Locust st.).....		2	54		30
112 Philadelphia Lying-in Charity and Nurse School.....	Philadelphia, Pa.....					
113 Presbyterian Home for Widows and Single Women in the State of Pennsylvania.....	Philadelphia, Pa.....			61		
114 Temporary Home for Destitute Women.....	Pittsburgh, Pa. (45 Chatham st.).....		1	1,894		
115 Woman's Christian Association of Pittsburgh and Allegheny.....	Pittsburgh, Pa.....				0	
116 Home for the Friendless.....	Seranton, Pa.....	0	3	197	14	12
117 Home for Aged Women.....	Providence, R. I.....			101		39
118 Shelter Home*.....	Providence, R. I.....	(4)		451	20	26
119 Holy Communion Church Institute.....	Charleston, S. C.....	3	5	1,400	193	0
120 St. Philip's Church Home.....	Charleston, S. C. (cor. Queen and Church sts.).....			40	1	30
121 Memphis Bethel.....	Memphis, Tenn.....	(25)		1,600	50	100
122 The Turner Home.....	Norfolk, Va. (120 Fenchurch st.).....			7	0	7
123 The Cadle Home.....	Green Bay, Wis.....	2	4	225	12	18
124 The Little Sisters of the Poor Home for the Aged.....	Milwaukee, Wis.....			51		
125 Children's Hospital.....	Washington, D. C.....				13	9

REFORM SCHOOLS.

CXCIX

Statistics of reform schools for 1876; from replies to inquiries by the United States Bureau of Education.

Name.	Location.	Number of teachers, officers, and assistants.		Present inmates.		Average annual cost of each inmate.
		Male.	Female.	Male.	Female.	
1	2	3	4	5	6	7
1 Connecticut Industrial School for Girls	Middletown, Conn.	4	12	....	109	\$157 58
2 Chicago Industrial and Reform School	Chicago, Ill.	6	4	160	0	62 50
3 Illinois State Reform School	Pontiac, Ill.	11	6	174	....	163 35
4 Indiana Reformatory Institution for Women and Girls	Indianapolis, Ind.	2	5	....	150	2 25
5 Indiana House of Refuge	Plainfield, Ind.	13	8	325	....	150 00
6 Iowa Reform School	Eldora, Iowa.	7	5	131	40	120 00
7 Girls' department of the Iowa Reform School	Salem, Iowa.	2	4	0	43	13 00
8 House of Refuge	Louisville, Ky.	12	8	155	48	....
9 Maine State Reform School	Cape Elizabeth, Me.	6	9	143	....	113 00
10 House of Refuge	Baltimore, Md. (box 875)	18	5	201	0	120 00
11 House of Reformation and Instruction for Colored Children	Cheltenham, Md.	9	4	180	....	97 00
12 Maryland Industrial School for Girls	Orange Grove Station, B. & O. R. R., Md. ....	....	2	....	37	....
13 City Almshouse School	Boston, Mass.	4	3	151	58	a123 84
14 House of Reformation	Boston, Mass.	9	2	276	29	a123 84
15 State Industrial School for Girls	Lancaster, Mass.	3	17	....	135	214 71
16 Lawrence Industrial School	Lawrence, Mass.	2	3	24	....	b104 00
17 House of Employment and Reformation for Juvenile Offenders	Lowell, Mass.	1	0	95	3	80 74
18 State Primary School	Palmer, Mass.	30	12	323	109	90 48
19 Plummer Farm School of Reform for Boys	Salem, Mass.	2	3	29	0	200 00
20 State Reform School	Westboro', Mass.	23	20	249	....	152 35
21 Worcester Truant Reform School	Worcester, Mass.	1	5	0	0	204 65

b Deducting salaries.

a Included with cost of House of Industry and Almshouse.

Statistics of reform schools for 1876—Continued.

Name.	Location.	Number of teachers, officers, and assistants.		Present inmates.		Average annual cost of each inmate.
		Male.	Female.	Male.	Female.	
1	2	3	4	5	6	7
22 Detroit House of Correction	Detroit, Mich.	26	10	554	141	.....
23 Michigan Reform School	Lansing, Mich.	10	6	258	.....	.....
24 Minnesota State Reform School*	St. Paul, Minn.	2	4	104	6	.....
25 Catholic Protectorate	Glencoe, Mo.	6	0	35	0	\$140 00
26 House of Refuge*	St. Louis, Mo.	15	6	186	53	115 00
27 State Reform School	Manchester, N. H.	6	7	96	15	107 46
28 State Industrial School for Girls	Ewing Township, N. J. ....	.....	4	.....	30	.....
29 New Jersey State Reform School	Jamesburgh, N. J.	15	10	214	0	124 65
30 Catholic Protectorate for Boys	Buffalo, N. Y. (Limestone Hill)	5	11	123	.....	.....
31 Truant Home of the City of Brooklyn	Jamaica, N. Y.	1	1	38	0	.....
32 Evening School in Midnight Mission	New York, N. Y. (260 Greene st.) .....	.....	1	.....	12	.....
33 Home for Fallen and Friendless Girls	New York, N. Y. (86 W. Fourth st.) .....	.....	2	24	285 00	.....
34 Home School	New York, N. Y. (110 Second ave.) .....	.....	1	.....	67	.....
35 House of the Holy Family Association for Befriending Children and Young Girls	New York, N. Y. (136 Second ave.) .....	.....	4	.....	90	48 50
36 New York House of Refuge	New York, N. Y. (Station L, Harlem)	4	12	840	139	140 55
37 Western House of Refuge	Rochester, N. Y.	23	11	440	.....	.....
38 New York Catholic Protectorate	West Chester, N. Y.	47	11	1,545	776	\$137 20
39 Cincinnati House of Refuge	Cincinnati, Ohio	10	7	214	40	100 00
40 Girls' Industrial Home	Delaware, Ohio	6	23	0	203	130 56
41 State Reform Farm School	Lancaster, Ohio	25	15	537	112 24

REFORM SCHOOLS.

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43	Pennsylvania Reform School.....	Morgantown, Pa.....	20	10	168	60	143 54
44	House of Refuge (colored department).....	Philadelphia, Pa.....	5	7	83	29	144 07
45	House of Refuge (white department).....	Philadelphia, Pa.....	8	15	290	79	.....
46	Sheltering Arms*.....	Wilkesburg, Pa.....	.....	1	5	8	.....
47	Providence Reform School.....	Providence, R. I.....	11	8	182	36	132 25
48	Vermont Reform School.....	Vergennes, Vt.....	6	8	125	13	.....
49	Wisconsin Industrial School for Boys.....	Wauskeha, Wis.....	18	17	415	.....	141 39
50	Girls' Reform School b.....	Washington, D. C.....	.....	.....	0	0	.....
51	Reform School of the District of Columbia.....	Washington, D. C.....	6	6	159	.....	.....

* From Report of the Commissioner of Education for 1875.

a In the boys' department; in the girls' department the cost was \$114.62.

b Not yet reopened; waiting for a congressional appropriation for buildings.

CCII REPORT OF THE COMMISSIONER OF EDUCATION.

List of additional orphan asylums, industrial schools, reform schools, &c., reporting in 1876.

NOTE.—Those marked with the letter "a" are reported for the first time; all others were reported in 1876 in the list of those from which no information was received.

Name.	Location.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.	Present inmates.
		Male.	Female.		Male.
1	2	3	4	5	6
ORPHAN ASYLUMS.					
Ladies' Protection and Relief Society	San Francisco, Cal ..	1	14	.....	100
Pacific Hebrew Orphan Asylum and Home Society.	San Francisco, Cal ..	5	1	79	29
Episcopal Orphans' Home	Savannah, Ga .....	.....	2	.....	0
German Protestant Orphan Asylum	Indianapolis, Ind.	1	1	44	20
Masonic Widows' and Orphans' Home	Louisville, Ky	1	5	224	43
Presbyterian Orphans' Home Society	Louisville, Ky .....	.....	2	.....	7
St. Joseph's Orphan Asylum	Louisville, Ky .....	.....	5	.....	43
St. Vincent's Female Orphan Asylum	Louisville, Ky	1	12	.....	4
Asylum for Destitute Orphan Boys a	New Orleans, La	2	6	.....	66
St. Paul's Orphan Asylum	Baltimore, Md .....	.....	5	.....	.....
German Orphan Asylum	St. Paul, Minn .....	.....	3	14	2
The New Orphan Asylum for Colored Children	Cincinnati, Ohio	1	1	6900	19
Protestant Orphan Asylum	Allegheny, Pa .....	.....	10	62,800	100
Benevolent Association's Home for Children a.	Pottsville, Pa .....	.....	2	75	13
Palmetto Orphan Home	Columbia, S. C	1	2	56	14
Church Orphans' Home	Memphis, Tenn .....	.....	4	.....	12
INDUSTRIAL SCHOOLS.					
St. Vincent De Paul's Industrial School	New York, N. Y .....	.....	16	.....	.....
School for Nurses, Charity Hospital, B. I.	New York, N. Y .....	.....	.....	95	.....
The Ladies' Deborah Nursery and Childs' Protectory.	New York, N. Y .....	.....	.....	.....	.....
Rochester Industrial Schools	Rochester, N. Y	0	8	1,800	55
MISCELLANEOUS CHARITIES.					
Youths' Directory a	San Francisco, Cal ..	6	4	11,862	21
Home for the Friendless	New Haven, Conn ..	.....	2	783	.....
House of Providence	Detroit, Mich	1	12	.....	.....
The House of the Good Shepherd	Stony Point, N. Y ..	1	4	275	49
Aimwell School Association	Philadelphia, Pa .....	.....	3	.....	.....
REFORM SCHOOL.					
Truant School a	Boston, Mass	4	1	.....	129

a New to the Bureau.

b Estimated.

c Each inmate is maintained at an annual cost of \$112.

Memoranda for 1877.

Name.	Location.	Remarks.
Home of the Friendless.....	Fairhaven, Conn	See Home for the Friendless, New Haven; identical.
Shelter for Colored Orphans	Baltimore, Md	Has become Johns Hopkins Colored Orphan Asylum.
Social Union	Keene, N. H.	Merged in Reform Club.
Industrial Home (110 Lexington ave.)..	New York, N. Y.	Removed.
Industrial Home for Women (223 E. 31st st.).	New York, N. Y.	Removed.
Woman's Aid Society and Home for Training Young Girls.	New York, N. Y.	Name changed to Free Home for Destitute Young Girls.
The National Homestead	Gettysburg, Pa	Closed.
Western Provident Society and Children's Home.	Philadelphia, Pa	Name changed to Western Home for Poor Children.

CRIME AND EDUCATION.

The increase of criminals is emphasizing the importance of penology in connection with education. The inquiry is coming up from many quarters, Are there no measures at the command of the public by which the increase of criminals may be checked? The friends of prison reform are active in devising measures to restore to useful places in society as many as possible of those who have suffered some legal penalty; it is believed that officers in charge of prisons were never more earnest or active in this regard. The collection of information in regard to prison administration and the treatment of discharged convicts has awakened a more intelligent interest in the public mind. The same is true with regard to data concerning schools for the reformation of juvenile offenders. Officers of these institutions cannot keep their records of admission, administration, and discharge too accurately, and will greatly promote the public interest in their responsibilities by a cordial response to all well meant researches looking to the solution of questions of penology. Too often the best efforts of these officers are received with indifference on the part of the public. Their plans, methods, and results should be carefully studied, especially by educators and statesmen. It is gratifying to know that a careful and extended study of the statistics of these reformatories gives evidence that from 70 to 75 per cent. of the youth committed to them become worthy citizens. As a rule, such institutions in our country have been established to receive the youth committed to them on the decree of the magistrate. Their inmates, therefore, may be said to have passed the penal line; but in not a few instances admission has been secured at the request of parents or friends. There is on the part of many students of this subject a feeling that the taint of crime is fixed upon some of the inmates unnecessarily. They call attention also to the great increase in the number of youth, particularly in our cities, who are without parental care or reject parental control, or who as truants or absentees are not reached by the general educational provisions. They are, therefore, very properly inquiring whether there cannot be special schools established in which these youth may receive proper care, restraint, and training, and, without having the taint of crime affixed, be turned aside from the paths which so certainly lead to crime.

As illustrating the character of communications on this subject received at the Office, I invite attention to the following extracts from a letter written by Eliah Harris, M. D., who has been so long and so widely known as a physician and sanitarian and through his labors in behalf of the dependent and criminal classes of society. Expressing his conviction that an industrial training school should be a true Kindergarten in open fields and spacious workrooms, and that not the orphan and the semi-imbecile, but unruly and troublesome truants, the mischievous and obviously vicious boys who become now our habitual contrivers and wanton perpetrators of crime

and crimes, should be eliminated from the masses of children, and, by ready assent and various modes of legal commitment by parents and lawful guardians, be brought into these industrial homes and training schools, Dr. Harris continues:

Let me bring this subject to your attention now and promise, when more at leisure, to elaborate it and submit certain propositions.

The biological history of the habitual criminals in our country would startle some sound moralists by revealing the fact that the very attributes of these offenders which enable them to achieve distinction in the career of vice and crime are the normal powers of true manhood perverted.

The registered industrial schools of England are proving that the worst sources of crime can be nearly extinguished by means of the physical and moral training of those schools.

In the United States we are proving that the common school system is deficient in regard to the special training of wayward, truant, and vicious children—nominally registered as common school pupils, but usually neglected or disobedient, or both.

In order to find a broad basis for the generalizations and conclusions which must precede any good plans for the needed industrial training schools, do we not require a complete survey of the field? Do we not need to consult the best educators in each State and find the extent and requirements of the field? For example, in the city of New York, with 207,000 between the ages of five and fifteen years, there are probably 2,500 such children as the industrial training school should have under culture. But if only 1,000 such children could be brought into such a school (after the four great refuge and protectory institutions and the Children's Aid Society have taken their greater numbers), their brain and muscle and great value to society, and their redemption from evil and crime, would be true economy.

These 2,500 (or the 1,000) must be trained industrially and physiologically, or they will become the very leaders of the criminal classes and the progenitors of a class worse than themselves.

The orphan houses, charitable foundations, juvenile asylums, and refuges in our country all fail to adapt biological science and physical education to the training of the body for the development of saving resources in the individual children who are falling, or greatly in danger of falling, into vicious or disorderly courses of life.

The Agricultural Colony at Mettray and some of the farm schools have proved the economy and entire success of industrial training to save boys who were on the verge of ruin for want of a kind of education which no ordinary schools can supply.

What are now termed industrial schools do not meet the special wants I am at present considering. But we must ascertain what our facts will show, when our prisons and reformatories for convicts are searched; also see what the truants and disorderly children of our several States are.

I am not certain that we can devise a supplementary kind of public school to treat and train on farms, in gardens, and in workshops and school chambers the *residuary* groups of youth that we now term truant, disorderly, wayward, and perverse, but not arraigned as offenders. In the State of New York, however, we could, I believe, secure the maintenance of a farm and shop industrial school for every city and for every county of 50,000 inhabitants. We should do this to prevent crime and public burdens; like Sweden, New York cannot afford to let its children grow up to be public burdens or criminals.

In making the investigation now suggested, the real illiteracy of about 50 per cent. of all convicts would appear, and the real want of industrial and sound bodily training would also appear in more than half of all our prisoners and the reformatory inmates.

The public school records will show how vast is the number of truants and untutored among the registered school children. The collated evidence of the relations of illiteracy and untrained bodies to criminal and vicious life in any one State and in several of the States would produce convincing results. Would it not induce needed efforts in each State to organize a limited system of industrial training schools, to which children would be voluntarily committed or brought by parents, guardians, school officers, and peace officers, to be saved by culture in self-sustaining industries and by special education of the mind and moral nature?

Discussing the same subject, but from a different standpoint, I present the following from Hon. John Hitz, the consul general of Switzerland resident at Washington, who has done so much for the dependent classes of our national capital, and whose opinions are formed not only from the facts before him here but from a familiarity with the progress of industrial special education in Switzerland and other European countries:

Under what category would you place such institutions as the Industrial Home School? Should they constitute a branch of reformatory establishments, or, more properly speaking, "correctional institutions," and thus become adjuncts to the

judiciary department of government; or should the institutions of this kind constitute a part of the educational system of the land? Most decidedly the latter. They are, properly speaking, very important adjuncts of the present public school system. The State of Michigan has been, so far as I know, the first government to recognize this fact, and calls its institution of this kind at Coldwater, very correctly, "The State Public School." These institutions are simply, or should be, State public boarding schools, where the beneficent aid of a good home is secured in training the child to become a useful citizen, should its natural parent or guardian be dead, wholly disqualified, or have abandoned the same.

Let us examine the public school system, see what means it uses to accomplish its object, and with what success.

Take, for instance, this District. Attendance at the public schools is made obligatory by law, and, in consequence, to be equitable in its demand upon parents and guardians, admission is made free. Is it only because there is insufficient accommodation that certain children do not attend? Not at all. Is the absent child to blame? No. The answer is best given by hearing the story of each one of the fifty children now at the Industrial Home School—and I will add of at least five times as many whom we cannot take in for want of means.

The public school system is the great conservator of the moral and intellectual interests of the nation; its officers and teachers are moral and intellectual sanitarians.

The health boards of a city and their officers may be doctors by education, but they do not apply themselves to curing people, but to preventing people from becoming sick and requiring the services of a doctor. And so the trustees of public schools, officers, and teachers do not correct offences of the law, though some of them may be officers of the law: their duty is to prevent ignorance and its train of evils, and so obviate the necessity of resorting to the officers of law.

It is a duty of the board of health and its officers to see to it that the streets and alleys of a city are swept and kept clean, nuisances abated, stagnant pools and marshy places drained: and this is done not to cure, but to prevent disease. Do not the board of education of our city and its officers, the trustees of the public schools and their officers, properly constitute a board of education for the moral and mental welfare of the community as much as does the board of health for the physical well-being of the citizens? Is it not true that the public school system of the present simply offers to keep clear the moral and mental highways leading to good and useful citizenship? Does the public school system really make any aggressive movement to drain the stagnant pools and malarial marshes of society? Is it not clearly its duty to do so—to see to the proper training of those who, in the future in a Republic, are likely to constitute an important element of the majority. Or shall this rather be left to the spasmodic efforts of charity—and the effects of this neglect to prevent moral and mental malaria be corrected in reformatories and correctional institutions? Certainly it is within the clear and indisputable province of the educational departments of government to inaugurate measures calculated to prevent the cause of so much moral and mental malaria as is shown to exist by the constantly increasing demand made for admission to our reformatory and correctional institutions for juvenile offenders.

Trace the causes of nine-tenths of these offences against the law among juveniles, and they can be summed up in the word "neglect," either parental or municipal. To amend this neglect by establishing reformatories will not excuse the body municipal from the evident failure it is guilty of in neglecting sanitary measures to prevent the development of the germs of moral and mental disease, viz, pauperism and crime.

The proper authority to apply these measures is the Board of Education, as that in its broader sense implies instruction and consequent training. The means to be employed are (1) the enactment of laws for the punishment of wrongs to children; (2) the establishment of homes for dependent children where they can be reared to become good and useful citizens: in the interest of public economy this is to be done at public expense. Neither abject poverty nor neglect can properly be chargeable to a child, yet they both lead directly to pauperism and crime. Neither is a child to be blamed for no home, or, what is worse, a bad one. Of all these the child is innocent; and it is a sacred duty of the State to maintain this innocence and not remain an idle spectator until it is lost, and then as a matter of law apply correctives.

Until our system of public instruction shall have inaugurated effectual measures to drain these pestiferous moral and mental pools and marshes of society—thus killing the germs of moral and mental disease, and so removing the cause which mainly fills our houses of correction, crowds the dockets of our police courts, and furnishes candidates in increasing numbers for juvenile reformatories—it will not in my opinion have accomplished the full scope of its duty.

RECOMMENDATIONS.

The experience of the year gives new emphasis to the following recommendations, which I hereby renew:

CCVI REPORT OF THE COMMISSIONER OF EDUCATION.

First. An increase of the permanent force of the Office. The experience of the Office indicates clearly that the collection of educational information and publication of the same, as required by the law regulating it, cannot be properly done with the present limited clerical force.

Secondly. The enactment of a law requiring that all facts in regard to national and to education and all facts in regard to education in the Territories and the District of Columbia necessary for the information of Congress, be presented through this Office. For the purpose of enabling the Government to meet its responsibilities with respect to the education of the people in the Territories, I recommend that the office of superintendent of public instruction for each Territory be created, to be filled by appointment by the President; his compensation to be fixed and paid as in the case of other Federal appointees for the Territories.

Thirdly. In view of the large number of children growing up in ignorance on account of the impoverished condition of portions of the country, and in view of the special difficulties in the way of establishing and maintaining therein schools for universal education, and in consideration of the imperative need of immediate action in this regard, I recommend that the whole or a portion of the net proceeds arising from the sale of public lands be set aside as a special fund, the interest of said fund to be divided annually pro rata among the several States and Territories and the District of Columbia, under such provisions in regard to amount, allotment, expenditure, and supervision as Congress in its wisdom may deem fit and proper.

Fourthly. I respectfully recommend that such provision as may be deemed advisable be made for the publication of ten thousand copies of the Report of the Commissioner immediately on its completion, to be put at the control of the Bureau for distribution among its correspondents, in addition to the number ordered for distribution by members of the Senate and House.

Fifthly. I also recommend that provision be made for the organization of an educational museum in connection with this Office and for the exchange of educational appliances with other countries.

CONCLUSION.

The year, like the last, has been one of severe strain upon my assistants and myself. For all their coöperation they have my heartiest thanks. The tax upon us, as I have indicated, has been specially increased, first, by the historical inquiries incident to the year among our own educators; secondly, by inquiries from foreigners stimulated by the exhibition at Philadelphia; thirdly, by the exacting demands for the results of experiments in various sections of the country made by those called upon to encounter here and there the reactionary educational tendencies. Much of this additional strain in the Office could have been lessened if there had been adequate means for publication; besides, the benefits of these efforts would have been much more widely diffused and educators in embarrassment would have received aid in their struggles to advance public intelligence if the information furnished in manuscript form had all been printed.

I desire to acknowledge my indebtedness for aid in prosecuting the work of the Office for the year to the Secretary of State, the officers of the Smithsonian Institution, the Commissioner of Patents, Commissioner of Indian Affairs, Commissioner of the General Land Office, and for the cordial coöperation of yourself and the President.

I have the honor to be, very respectfully, your obedient servant,

JOHN EATON,
Commissioner

Hon. C. SCHURZ,
Secretary of the Interior,

ABSTRACTS
OF THE
OFFICIAL REPORTS OF THE SCHOOL OFFICERS OF STATES,
TERRITORIES, AND CITIES,
WITH
ADDITIONAL INFORMATION FROM VARIOUS SOURCES.

PREFATORY NOTE.

The following abstracts of education in the States and Territories are derived from a great variety of sources. First among these come reports of State officials, such as State boards of education and State superintendents of instruction; next, those of county and city superintendents, school committees, acting school visitors, and principals of State institutions. From these is derived nearly all the information given respecting elementary and special instruction, city school systems and normal schools, and much of that relating to secondary schools, as the high schools of the States and cities. What concerns private secondary schools is almost wholly from returns made by the principals of these to the Bureau of Education, supplemented by catalogues and other documents.

For the matter relating to universities, colleges, scientific and professional schools, dependence is based on the annual catalogues of these institutions, on occasional circulars issued by them, and on special returns, made usually in the autumnal and winter months, in reply to circulars of inquiry sent them by the Bureau.

In every instance, official authority only is relied upon for statements distinctly and definitely made, the printed catalogues and reports being chiefly used for this purpose, though sometimes a piece of interesting information from other than official sources may be given, with a reference to the quarter from which it is derived. In such cases, however, the effort is always made to verify the statement before it is committed to the press.

The matter derived from the various sources above indicated is formulated, in the abstracts of education for each State, substantially in accordance with the schedule given below.

GENERAL PLAN OF THE ABSTRACTS.

- | | |
|--|---|
| 1. STATISTICAL SUMMARY | (a) School population and attendance.
(b) School districts and schools.
(c) Teachers and teachers' pay.
(d) Income and expenditure. |
| 2. OFFICERS OF THE STATE SCHOOL SYSTEM. | |
| 3. ELEMENTARY INSTRUCTION | (a) Public school systems, marking specially anything new and noteworthy. |
| 4. CITY SCHOOL SYSTEMS. | |
| 5. TRAINING OF TEACHERS | (a) Normal schools and normal departments.
(b) Teachers' institutes.
(c) Teachers' department of educational journals. |
| 6. SECONDARY INSTRUCTION | (a) Academies.
(b) High schools.
(c) Preparatory schools.
(d) Business colleges. |
| 7. SUPERIOR INSTRUCTION | (a) Colleges for men, with universities.
(b) Colleges for women. |
| 8. SCIENTIFIC AND PROFESSIONAL INSTRUCTION | (a) Training in scientific schools and agricultural colleges.
(b) Training in theology.
(c) Training in law.
(d) Training in medicine. |
| 9. SPECIAL INSTRUCTION | (a) Deaf, dumb, blind, &c. |
| 10. EDUCATIONAL CONVENTIONS | (a) Meetings of State associations.
(b) Special meetings of teachers, school principals, and superintendents. |
| 11. NOTEWORTHY BENEFACTIONS. | |
| 12. OBITUARY RECORD | (a) Brief memorials of teachers, superintendents, and other promoters of education, deceased during the year. |
| 13. CHIEF STATE SCHOOL OFFICERS | (a) State boards of education or State superintendents. |

The statistics furnished the Bureau in answer to its circulars of inquiry, for convenience of reference and comparison, are given in tables at the conclusion of this volume, while summaries of these statistics may be found under their appropriate heads in the preceding report of the Commissioner. For the general courtesy with which his circulars have been replied to, alike by State and city officials, by college presidents and heads of schools, as well as for documents additional to these replies, the Commissioner of Education here with tenders his cordial thanks to all concerned.

ALABAMA.

STATISTICAL SUMMARY.

	1875-'76.	1876-'77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Children of school age (5-21 for 1875-'76, and 7-21 for 1876-'77)	a405,226	369,447	.....	35,779
Enrolled in public schools	126,893	b141,230	14,337	.....
Average attendance .....	.....	c101,676	.....	.....
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts (d) .....	.....	1,700	.....	.....
Public schools reported	3,088	4,100	1,012	.....
Average duration in days	80	82	2	.....
TEACHERS AND THEIR PAY.				
Teachers in public schools	3,771	4,145	374	.....
Average monthly pay	\$22 00	\$22 65	\$0 65	.....
INCOME AND EXPENDITURE.				
Whole receipts for public schools	\$337,276	\$417,242	\$79,966	.....
Whole expenditure on public schools	337,276	392,493	55,217	.....
PROPORTION OF EXPENDITURE.				
Per capita of school population	\$0 57	\$1 06	\$0 49	.....
Per capita of enrolment	0 89	2 78	1 89	.....
Per capita of average attendance .....	.....	3 86	.....	.....
STATE SCHOOL FUND.				
Available school fund	\$350,000	\$360,000	\$10,000	.....

(From returns of Hon. Leroy F. Box, State superintendent of education, for the two years indicated.)

a Whites, 236,520; colored, 168,706.

b Whites, 86,485; colored, 54,745.

c Whites, 61,584; colored, 40,092.

d The township is here the ordinary school district, but parts of townships, cut off by streams or mountains, and also incorporated cities or towns with 3,000 or more inhabitants, may constitute separate school districts. — (School laws of 1876 and 1877.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

A *State superintendent of education*, elected by the people and commissioned by the governor for a term of two years,¹ has the care of providing for a uniform and efficient administration of the system of public schools and of reporting annually to the governor.

LOCAL.

A *county superintendent of education*, appointed by the State superintendent for a term of two years, has under him in each county the general supervision of the school system.

¹In the report of this Bureau for 1875 it was stated that the term of the superintendency had been once four years. This was an error induced by the language of an old State report. The term has been two years from the beginning.

A *township* or other *school district* has ordinarily a board of 3 trustees to care for the interests of its public schools, the exceptional cases being cities with school boards organized under special laws.—(School law of 1877.)

ELEMENTARY INSTRUCTION.

GENERAL CONDITION.

No report of the public schools having been published for 1876-77, the statistical summary before given contains all our official information respecting common school education in the State, except what relates to Mobile. From this summary we learn that there was an increase of 14,337 in the public school enrolment, notwithstanding a diminution of 35,779 in the number of youth of school age from a contraction of that age by two years. The number of public schools reported, too, increased by 1,012; they continued in session longer by two days than in the preceding year; there were 374 more teachers, with an augmentation of 65 cents in the average of monthly pay; while the receipts for schools were \$79,966 in advance of those of 1875-76, and the expenditures \$55,217 more. These are favorable indications, show a large improvement already reached, and seem to point to a much more hopeful condition of educational affairs in the near future.

CITY SCHOOL SYSTEM.

MOBILE.

Officers.—The school system here, which includes by special law the county as well as the city, is under a school board of 9 commissioners, with the county superintendent as ex officio member and treasurer. One-third of the commissioners are to be changed by election every two years.—(Code of 1876, sections 1225-1231.)

Statistics.—Population at the latest return (1875), 45,000; children of school age (5-21) at that date, 18,044; enrolment in 1877, white males, 1,016; colored males, 942; white females, 1,255; colored females, 830—total, 4,043; average attendance, 3,705. City schools, 20; country schools, 42; teachers in the former, 51; in the latter, 53; expenditures, \$45,449.

Further particulars.—Of the 20 city schools, 5 were for colored pupils; of the 42 country schools, 17 were also for them. The advancement of the pupils in these schools is said to have been much beyond that of former years. In writing, especially, better results have been obtained than at any preceding period.

In the city schools generally, notwithstanding the disadvantage of a short term, the pupils are reported to have shown remarkable success in penmanship, arithmetic, and English composition. Quite a number of papers of 25 to 30 pages, presented at the written examinations for promotion, had not a single error nor a blot or erasure; and this, too, though they were written against time, with no opportunity to copy or remodel. This is believed to have been largely due to the fact that, instead of grammatical dissection of sentences, much time has been given to written composition and the building up of sentences after good English models.—(Report of Superintendent E. R. Dickson for 1876-77.)

THE TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

Of these there are at present three. (1) The State Normal School at Florence, established by the board of education in 1872, opened for students in 1873, and at first designed to prepare only white young men for teaching in the public schools, but soon ordered to admit young women also. Teachers, 4; normal students, 54; other students, 83, in 1876-77. (2) The Lincoln Normal University, at Marion, organized in 1870, and meant to furnish the colored people of the State advantages for higher education, as well as give special preparation for employment as teachers in the public schools. Instructors, 3; normal students, 120 in 1876-77. (3) The Normal School at Huntsville established by the board of education in 1871, to provide for training teachers of colored schools, had in 1877 two instructors and 81 pupils, with an average attendance of 45. The Florence school has a course of 3 years; that at Marion, beginning at a much lower point, one of 8 years.—(Published reports and returns to Bureau of Education.)

OTHER NORMAL SCHOOLS.

Under the auspices of the American Missionary Association (Congregational) normal departments have for some years been maintained in the following institutions: (1) Talladega College, Talladega, chartered in 1869; (2) Trinity School, Athens; (3) *Emerson Institute, Mobile*, which last had the misfortune to lose its building by fire in 1877. The Methodists also maintain at Huntsville the Rust Normal Institute. All these aim to train young colored people for successful teaching in schools of their own race.

The course at Talladega, beginning with elementary instruction, covers 6 years; that at the Rust Institute and the others is not stated. At Talladega and the Rust Institute vocal and instrumental music enters into the course. Normal students in all, at latest date, 213.—(Published reports and written returns.)

TEACHERS' INSTITUTES.

The old law requiring county superintendents to organize and hold annually county conventions of teachers, and to provide beforehand for the delivery at such conventions of lectures upon educational topics, does not appear to have been formally reenacted either in the code of 1876 or in a new act of 1877 "to organize and regulate a system of public instruction." But that the idea of such meetings was not abandoned is evident from the fact that the State superintendent of education is directed, among other duties of his annual visitation of the counties, "to encourage and assist at organizing and conducting teachers' and superintendents' institutes."—(School law.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The only reported high schools in the public school system of the State for 1877 are one for boys and one for girls at Mobile. The numbers of pupils in these, however, are not given. From the girls' high school, in which were 3 teachers, 19 pupils graduated at the close of the school year 1876-'77, and 2 others received certificates of having passed through a partial course.—(Report of Superintendent Dickson.)

PRIVATE SECONDARY SCHOOLS.

Many of these appear to have been compelled to yield before the advance of the public school system and the continued pressure of hard times. For detailed statistics of such remaining ones as report themselves, see Table VI of the appendix and a summary of this in the Report of the Commissioner preceding.

PREPARATORY SCHOOLS AND DEPARTMENTS.

Talladega College, Talladega, remanded to the list of preparatory schools because of having no students in collegiate classes, appears to be hardly maintaining even that rank, its return for 1877 presenting no indication that any of its 236 students were preparing for either a classical or scientific collegiate course.

Of the preparatory departments of La Grange College and Spring Hill College there is no information. In that of the State Agricultural College there were, at the date of the last return, 53 students; in that of Howard College, 35; in each case under 1 instructor, exclusive of those in the collegiate departments. In the last, 25 students were preparing for a classical course in college, and 10 for a scientific course.

BUSINESS COLLEGES.

There is a "commercial school" in connection with Howard College, Marion, with 3 instructors. Students in 1876-'77, at least 16.—(Catalogue for 1876-'77.)

SUPERIOR INSTRUCTION.

CLASSICAL COLLEGES.

The *University of Alabama* embraces in its academic department 9 separate schools which are elective. Each student, however, is required to take the studies of at least 3 schools, unless there be reasons satisfactory to the faculty that he should not. There are in each school two courses of instruction: a special one required for graduation in the school, and a general one for students who propose to graduate in other schools. The academic degrees are A. B., graduate of a school, and A. M., which last requires one year of residence additional to the ordinary course, as well as graduation in 3 schools.

The other colleges reporting their statistics for 1876-'77 are *Southern University*, at Greensborough, and *Howard College*, at Marion. Here the departments, courses of study, &c., appear to be substantially as reported in 1876.—(Returns and catalogues, 1877.)

Spring Hill College, near Mobile, sends no report for 1877.

For statistics of the reporting colleges see Table IX of appendix, and for those of the institutions for superior instruction of young women, Table VIII, with the summaries of these in the Report of the Commissioner preceding.

Of the latter class of institutions it may be said, however, that music, drawing, painting, French, and German were taught in nearly all, and that the greater part had some means for chemical experiment and illustration of physics.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

At the *Alabama Agricultural and Mechanical College*, Auburn, the system is by classes and courses; the classes embracing 1 preparatory and 4 collegiate; the courses, (1)

agriculture, (2) literature, (3) science, (4) civil engineering, (5) surveying, (6) building and architecture. The first 4 of these are termed regular, and lead each to a degree after 4 years of successful collegiate study. The other 2 are special, and secure only a certificate of proficiency after such study as may be necessary to complete them. Drawing forms a regular part of the instruction in the first two years of the collegiate course; but during the third and fourth years is obligatory only on the students of civil engineering. Telegraphy is also taught. Latin and Greek enter into the course in literature; Latin, German, and French, with some liberty of choice respecting them, into the other 3 regular courses. Instructors here, 8; students in regular collegiate course, 120; in partial courses, 47.—(Catalogue, 1877, and return.)

PROFESSIONAL.

In *theology* some instruction is given by President Murphee in the "School of moral science and theology," Howard College, and by Chancellor Smith in the "School of biblical literature," Southern University. Talladega College also trains colored students for the ministry, and reported 18 students under 2 instructors in 1877. No report of theological students at the others, except of 1 at Greensborough in the catalogue for 1876-77.

In *law*, there appear in the catalogues for 1876-77, besides the school of law at the State university, with 2 professors, a law school at Howard College, with 2 professorial chairs, only 1 being filled at the time of printing; a college of law at the Southern University, Greensborough, with 3 professors and 2 schools, 1 of common and statute law, and 1 of equity jurisprudence. Course at the State university, 15 months; at Howard, "may be completed in one session"; at Greensborough, not stated. Total of legal instructors, 6; of students at the University of Alabama, 12, in catalogue for 1876-77; in a return for the fall term, 23; in the other colleges, not given.

In *medicine*, we have again the Medical College of Alabama at Mobile, with its 3 years' course of study, 8 instructors, and 50 students, and the College of Medicine of the Southern University, Greensborough, with 5 instructors and only 1 reported student. Requirements for graduation: full age, good character, 3 years' study of medicine, with attendance on 2 full courses of lectures, the last one in this college, or a reputable practice of 4 years and 1 full course of lectures.—(Return and catalogue.)

SPECIAL INSTRUCTION.

ALABAMA INSTITUTION FOR THE DEAF AND DUMB AND THE BLIND, TALLADEGA.

Returns for 1877 give 6 as the number of instructors and 60 as the number of pupils in the deaf-mute department here; and 2 as the number of instructors, 12 as the number of pupils, in the department for the blind. In the former, the branches of study attended to are reading, writing, arithmetic, mathematics, geography, history, and music; the employments are boot making, cane seating, wood carving, broom making, farming and gardening. In the latter, the studies are the ordinary English branches and music; the employments, cane seating and chair and broom making.

CHIEF STATE SCHOOL OFFICER.

[Term, 1876-1878.]

Hon. LEROY F. BOX, *State superintendent of education, Montgomery.*

ARKANSAS.
STATISTICAL SUMMARY.

	1875-'76.	1876-'77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6-21).....	189, 130	No returns.	.....	.....
Enrolled in public schools	15, 890	...do.....	.....	.....
Average daily attendance .....		...do.....	.....	.....
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts		No returns.	.....	.....
Number of schools .....		...do.....	.....	.....
Number of school-houses	1, 625	...do.....	.....	.....
Cost of these	\$365, 315	...do.....	.....	.....
TEACHERS AND THEIR PAY.				
Teachers in public schools	461	No returns.	.....	.....
Average monthly pay .....		...do.....	.....	.....
INCOME AND EXPENDITURE.				
Whole receipts for public schools	\$344, 074	No returns.	.....	.....
Whole expenditures for the same	119, 403	...do.....	.....	.....

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

A board of commissioners of the school fund, composed of the governor, secretary of state, and State superintendent of public instruction, is charged with the management and investment of the common school fund belonging to the State, and must make semi-annual settlements with the State treasurer.

A State superintendent of public instruction, to be elected every two years by the people, has general supervision of all other matters relating to the free common schools, and is to make annual report of them to the governor.

LOCAL.

County examiners, one for each county, are appointed by the county court at the first session after each general election, and are to examine and license teachers and perform most of the duties of county superintendents of schools.

Boards of district trustees, 3 for each school district and one-third changed each year, are chosen by the people of the district at their August meeting, for care of school houses, engagement of teachers, and local supervision and report of schools.—(School law of 1875.)

ELEMENTARY INSTRUCTION.

NO REPORT.

The school law of 1875 calls not only for the presentation to the governor of an annual report of everything relating to the public schools, but also for the publication of such reports. But up to the time of sending these sheets to the press no report for 1876-'77 appears to have been published, nor has it been possible to obtain even a statistical summary exhibiting the main facts as to the State schools for that year, though one for 1877-'78 has been kindly forwarded.

CITY SCHOOL SYSTEM.

LITTLE ROCK.

Officers.—A board of school directors of 6 members, one-third liable to change each year; a board of visitors and examiners of 4 members, and a city superintendent of schools.

Statistics.—Population in 1870, 12,380; estimated present population, 17,000. Youth of school age (6-21), 6,462; estimated number between 6 and 16, the practical school age, 4,200; enrolled in public schools, 1,960, of whom only 95 were over 16; average daily attendance, 1,129, an increase of 203 for the year 1876-77; number of days of school, 180; number in which school was taught, 170. Teachers, 27, exclusive of superintendent; expenditures, \$12,068.

Additional particulars.—The schools are divided into primary, intermediate, grammar, and high, each of these divisions having 3 grades, with a regularly arranged course of study. The year past is said by the superintendent to have been marked by encouraging progress in discipline and methods of teaching throughout the schools, and by special advance in the junior class in the high school, which was carried through a thorough review of elementary studies in which it was found deficient. Two of the schools are for colored children, and one of these is taught quite successfully by colored teachers, whose work is considered by the superintendent quite as good as that in corresponding grades of the other school, where white teachers are employed. In all the schools corporal punishment is discouraged; is only resorted to where milder measures will not avail; and is not allowed to be administered till the day after the commission of the offence, that unreasonable anger may have time to cool and that the parents may be consulted. The consequence has been a great diminution in cases of severe discipline. The board of examiners says that especially gratifying care is taken to ground the pupils well in those elementary studies which are the foundation of all education, and that reasons as well as rules for operations are distinctly given.—(Report for 1877.)

THE TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

Aiming to utilize to the utmost the teaching force of her State Industrial University at Fayetteville, Arkansas established in connection with it a normal department, to furnish a thorough course of instruction for whites desiring to teach in the public schools. The training and course of study in this department, the latter extending through four years, are partly academic and partly normal. The former is attended to in the other departments of the university, the work in methods, theory, and art of teaching being reserved for the normal department. Drawing and vocal and instrumental music form a part of the instruction given in the university, while a chemical laboratory and apparatus for illustrating physics add their advantages to those afforded by a small museum of natural history, a library of about 700 volumes, and a model school for training in the methods and art of teaching. Diplomas are given to those who complete the course. Number of resident instructors, including those of the other departments, 12; normal students, 41; normal graduates, 5.—(Report of the university and return for 1876-77.)

As the above mentioned department was meant only for white students, a branch of it was opened in September, 1875, at Pine Bluff, on the Arkansas River, to afford the colored teachers of the State an opportunity to fit themselves for more thorough work in the schools for the children of their own race. It is under the same board of trustees as the other, and is governed by the same rules; affords accommodations for more than 100 students, and reports 27 male and 28 female normal students under 1 resident instructor, with pupil assistants, and 13 students licensed and teaching school during vacation. The course is 4 years. Drawing is taught both separately and in conjunction with every other branch where it is applicable. Vocal music forms a part of the daily training. Instrumental music is optional.—(Circular of school and return for 1876-77.)

ANOTHER NORMAL SCHOOL.

An institution entitled the *Pine Bluff Graded School, with normal department*, apparently receiving some aid both from the public school fund and the American Missionary Association, reports 35 normal students for 1877, of whom 9 received teachers' certificates and engaged in teaching. Vocal and instrumental music, with drawing in line and perspective, was taught; some apparatus for illustration of physics was possessed, and the normal students were taught in the graded school for practice.—(Return.)

TEACHERS' INSTITUTES.

The law of 1875 requires that the State superintendent of public instruction shall hold a teachers' institute annually in each judicial district of the State, to be called a normal district institute. He is to arrange the programme for each institute and preside at it in person, though if he should fail to be present the assembled teachers may organize and hold the institute.

County examiners are also to hold institutes for their respective counties, but in case of inability to attend in any instance, may appoint some suitable person to perform the duty.

The Arkansas department of the Eclectic Teacher indicates that both State and county officers are attending to this important duty.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The high school at Little Rock is the only one in the State of which any full account is given. It has a course of three years, is said by the city superintendent to have been well taught, to be in prosperous condition, and to afford the basis for a strong high school, with the beginning of a systematic classification of the same. The curriculum is not yet as complete as could be wished, but the school officers prefer to wait, advancing slowly but surely toward a permanent and satisfactory condition. In the autumn of 1876 the study of Latin and German, which had been required, was made optional. The result was an almost entire failure of the pupils to take that work, and the study of these languages was consequently dropped till it should be again made obligatory. The board of visitors regret this, thinking that there can be no high school course worthy of the name in which these studies are not included.—(City report for 1877.)

OTHER SECONDARY SCHOOLS.

For full statistics of private schools for secondary training, and preparatory departments of colleges, see Tables VI, VII, and IX in the appendix and the summaries of them in the Report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES.

The colleges which report for 1876-77 are Arkansas College, Batesville; Cane Hill College, Bloomsborough; Judson University, Judsonia, and St. John's College, Little Rock. All report preparatory and collegiate departments, and have students in both, except Judson University, which was not opened until 1875, and has as yet, besides the preparatory, only 9 students in irregular courses. All these colleges except St. John's are open to both sexes, and of the 14 graduates of 1877 at Arkansas and Cane Hill Colleges who received the degree of A. B., 8 were women.—(Returns to the Bureau of Education.)

For statistics, see Table IX of the appendix and the summary of it in the Report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *Arkansas Industrial University*, at Fayetteville, serving as the agricultural and mechanical college of the State, embraces a college of general science and general literature; one of engineering; one of commerce; also normal and preparatory departments. Provision is made for 238 State beneficiaries, and an equal number of non-paying normal students, and both sexes are admitted. The beneficiaries are selected among the different counties, in proportion to the population, and are entitled to 4 years' free tuition, each of the courses, except the preparatory, covering that period. By recent action of the board of trustees, all male beneficiaries who are hereafter appointed will be required to take a course in agriculture and mechanics, "with permission to select such other studies as circumstances may allow." An experimental farm has been provided contiguous to the university. Agriculture and the mechanic arts will be more fully taught, it is stated, when many of the young men shall have become better grounded in the rudiments of general knowledge.—(Catalogue for 1876 and announcement for 1876-77.) Aggregate of students in the 4 years' course, according to return, 253; students in partial courses, 3; graduate students, 3; professors and instructors, 12.

PROFESSIONAL.

It appears, from such information as has come to hand, that there are no legal, theological, or medical schools in Arkansas.

SPECIAL INSTRUCTION.

ARKANSAS DEAF-MUTE INSTITUTE, LITTLE ROCK.

This institution was organized in 1868, and is under the control of the State government. In 1876-77, it had 63 pupils under the instruction of 3 teachers. No employments are taught. The course of study embraces history, grammar, composition, arithmetic, geography, philosophy, writing, and drawing. In the "American Annals of the Deaf

¹ A written return, however, gives 100 as the number of State scholarships, and states that there are no other free scholarships.

and Dumb" for January, 1878, it was stated that Mrs. Caruthers, widow of the late lamented principal, had returned to the institution as matron, and that the school was in as flourishing a condition as the embarrassed state of its finances would allow.—(Return, 1877.)

ARKANSAS INSTITUTE FOR THE BLIND, LITTLE ROCK.

There have been 119 pupils under instruction here since the foundation of the school. Its present number is 32; teachers and other officers, 7. All the branches of a common school education, with gymnastics and music, are taught, besides certain employments, such as broom and mattress making, seating of chairs, sewing, knitting, and basket making.—(Return, 1877.)

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

A report of the meeting of the State Teachers' Association, in the *Eclectic Teacher* of October, 1877, is the only one that has reached the Bureau. This report notes the assembling of the members in Little Rock, August 29, State Superintendent Hill being present as chairman, and the other officers, with one exception, answering to their names; but the number of members present is not given, nor is there any account of the proceedings of the meeting beyond the appointment of a delegation to the National Educational Association, the election of a new set of officers for 1877-78, the nomination of a committee to report on a revision of the school law, and the passage of a resolution expressive of approval of Superintendent Hill and of readiness to coöperate with him in his work.

It was thought best by the board of councillors to defer a meeting for discussion, that was to have been held in November, till some time in the summer of 1878.

OTHER EDUCATIONAL MEETINGS.

In the Arkansas department of the *Eclectic Teacher* there appeared during 1877 various notices indicative of the holding of county teachers' institutes and the normal institutes required by law to be held annually in each judicial district of the State. There was, however, no such report of the instructions at these meetings as to call for further note of them than this brief paragraph.

CHIEF STATE SCHOOL OFFICER.

[Term, 1878-1880.]

Hon. JAMES L. DENTON, *State superintendent of public instruction, Little Rock.*

CALIFORNIA.

STATISTICAL SUMMARY.

	1875-'76.	1876-'77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Population of school age (5-17)	184,787	200,067	15,280	.....
Population in public schools	126,220	135,335	9,115	.....
Population belonging	91,784	97,527	5,743	.....
Population daily attendance	83,391	89,539	6,148	.....
Population of this on average belonging ..	89	91	2	.....
Population in private schools	14,625	15,344	719	.....
Population 5-17 in no schools	43,023	49,035	6,012	.....
Population children in schools	383	266	.....	117
Population children in schools	744	735	.....	9
Population children in schools	283	294	11	.....
DISTRICTS AND SCHOOLS.				
Number of school districts	1,742	1,828	86	.....
Districts with good accommodations	1,410	1,414	4	.....
Districts with sufficient grounds	1,529	1,636	107	.....
Districts with well improved grounds ..	656	659	.....	3
Districts with well ventilated schools ..	1,594	1,060	.....	534
Districts with well furnished schools ..	804	785	.....	19
Districts with good apparatus	488	488	.....	.....
Districts maintaining schools less than 6 months ..	913	652	.....	261
Districts maintaining schools eight months or more ..	794	1,134	340	.....
Number of first grade schools	964	914	.....	50
Number of second grade schools	817	983	166	.....
Number of third grade schools	556	627	71	.....
Number of all grades (b)	2,337	2,524	187	.....
School-houses erected	99	122	23	.....
Average length of schools in days	143.8	145.2	1.4	.....
TEACHERS AND THEIR PAY.				
Number of male teachers	1,129	1,184	55	.....
Number of female teachers	1,853	1,983	130	.....
Number	2,982	3,167	185	.....
Number teaching in one school more than a year ..	329	432	103	.....
Number of county institutes	1,298	1,819	521	.....
Number of educational journals	780	820	40	.....
Number of State Normal School	254	282	28	.....
Number of other State normal schools ..	272	328	56	.....
Average monthly pay of men	\$85 00	\$83 78	.....	\$1 22
Average monthly pay of women	68 15	69 68	\$1 53	.....
INCOME AND EXPENDITURE.				
Receipts for schools	\$3,302,604	\$3,610,163	\$307,559	.....
Expenditure for schools	\$2,858,601	\$2,749,730	.....	\$108,871

Population total enrolment, probably including duplicates and perhaps some beyond the school age, as well as in private schools, is given as 140,468 in 1875-'76 and 142,658 in 1876-'77.

Population first grade here includes grammar and high schools; the second, intermediate schools; the primaries, in four divisions.

Population superintendent's figures are 2,485; perhaps excluding high schools.

In addition to these expenditures there appear elsewhere for county institutes, county boards of education, postage, stationery, &c., \$17,429 in 1875-'76, and \$19,179 in 1876-'77, making the absolute expenditure for those years \$2,876,030 and \$2,768,909.

Statistical summary—Continued.

	1875-'76.	1876-'77.	Increase.	Decrease.
EXPENDITURE PER CAPITA.				
Cost of tuition for each pupil on enrolment.	\$14 12	\$15 06	\$0 94	.....
Cost of tuition for each pupil on average attendance.	21 62	22 04	42	.....
Cost of tuition for each pupil on daily attendance.	23 79	24 00	21	.....
Whole cost, including current expenses:				
On enrolment	17 21	18 24	1 03	.....
On average attendance	26 35	26 68	33	.....
On daily attendance	28 99	29 06	07	.....
VALUATION OF SCHOOL PROPERTY.				
Sites, buildings, and furniture.....	\$5,369,984	\$5,617,917	\$247,933	.....
School libraries	173,213	207,336	34,123	.....
School apparatus	88,299	107,990	19,691	.....
Total valuation	5,631,496	5,933,243	301,747	.....

(From biennial report of Hon. Ezra S. Carr, State superintendent of public instruction, for the two years above indicated.)

OFFICERS OF THE STATE SCHOOL SYSTEM.**GENERAL.**

A *State superintendent of public instruction*, elected by the people every 4 years, has supervision of the public schools of the State, with the duty of visitation of them and of biennial report respecting them. He is also trustee of State schools for special training and visitor of all incorporated literary institutions. He is allowed a deputy.

A *State board of education*, composed of the governor, State superintendent, and the superintendents of 6 central counties, has power to prescribe a course of studies for the public schools, with a uniform series of text books, except for the city and county of San Francisco; to adopt a list of books for district school libraries, and to grant and revoke for cause life diplomas to teachers.

A *State board of examiners*, composed of the State superintendent and 4 professional teachers appointed by him, recommends to the State board highly approved teachers for its life diplomas, and grants to others, according to their ascertained qualifications, diplomas for two, three, four, and six years.

LOCAL.

County superintendents of schools, chosen by the people every 2 years, have the usual visitatorial and supervisory duties of such officers.

City boards of education, chosen by the citizens under local laws, have general oversight of the school systems of their respective cities; while county and city boards of examiners examine teachers for the county and city schools, granting diplomas valid in their respective fields for one, two, and three years.

District trustees, chosen by the people of their districts for terms of 3 years, one-third being changed each year, care for the schools and school-houses of the districts for which they are elected.—(School laws of 1870 and 1874.)

Women are eligible to school offices, and one now serves as deputy superintendent of public instruction.

ELEMENTARY INSTRUCTION.**GENERAL CONDITION.**

The summary of statistics given by State Superintendent Carr and condensed in the table on a preceding page shows that the enrolment in the schools has kept fair pace

with the increase of school population; that the average daily attendance at school has increased in larger proportion than the average number belonging, and has gained somewhat on the increase of non-attendants at any school; that there is a gain, too, in the number of schools with good accommodations, sufficient grounds, and terms of eight months or more; that although the list of first grade schools has somewhat diminished, that of the second grade has been enlarged in more than triple measure beyond such diminution; and that, with higher receipts for school purposes, the expenses have been kept below the income through economy in building.

There is only one thing which looks unfavorable, viz, that, while the number of teachers has increased, there seems from the figures to be a considerable decrease of certificated ones, which would indicate deterioration in quality beyond the gain in names. But, on the other hand, the superintendent says, on page 3 of his report: "It is believed that at no time in the history of the State have the teachers been as well qualified, or more earnest and zealous in their work."—(State report.)

KINDERGÄRTEN.

Three of these schools, one at Brooklyn, one at Los Angeles, and one at Santa Barbara, reported 32 children under training in 1877, with 1 instructor in each school, and the usual results, viz, quickened perception, improved sense of beauty and order, and the getting of profitable study out of apparent play. The school at Los Angeles, subsequently to the return made, was removed to Oakland.

VACATION SCHOOLS.

As very many children have to remain in cities during the long vacation of the schools, Superintendent Carr suggests that, to keep these usefully employed, vacation schools should be established, differing from the ordinary term schools both in the studies pursued and the methods resorted to. He would have them arranged on the half-time principle in order to benefit the greatest number, and would make them give training in industrial pursuits. For instance, a girls' school of sewing could, he thinks, be so arranged as to cover elementary exercises in needlework, cutting and designing of patterns, and the use of the sewing machine for more advanced scholars. These instructions could, he conceives, be accompanied with illustrated lessons and lectures on materials; for boys he would have industrial drawing, exercises in the use of tools and vice work. He bases these suggestions partly on the inherent propriety of doing something towards a fuller training of children now left largely to the education of the streets, partly on the expediency of fostering the present drift towards a more practical and industrial education, and finds encouragement to urge the matter in the fact that vacation schools, in some measure of this character, have been maintained at Providence, R. I., with a very considerable measure of success. In these schools—as mentioned in the Report of the Commissioner of Education for 1875, p. 379—much oral instruction was imparted as to the names and uses of the various products of agriculture and manufactures as well as of those which constitute the main elements of commerce.—(State report.)

FREE TEXT BOOKS IN SCHOOLS.

In view of the advantages that have been found in Eastern cities from a supply of free text books to pupils in the public schools—such as diminution of expense, securing uniformity, aiding better classification of the pupils, and leading to increased attendance—Superintendent Carr favors the adoption of this plan in California. And as there is no obstacle in the way of it in the school law, he suggests that any district which may choose to do so should go forward and supply free text books for its schools.—(State report.)

QUALITY OF EDUCATION TO BE GIVEN.

In common with several superintendents of instruction whom he quotes, Superintendent Carr evidently leans to the belief that there have been for some time too many studies in the schools and too much merely theoretical instruction, to the neglect of the practical, the industrial, and the moral. He therefore urges, with these gentlemen, and largely in their words, that there should be a concentration of the pupils' work on fewer subjects, and these of a more practical and useful kind; that the effort should be to have each of these completely mastered before it is passed away from; that drawing, with a view to industrial pursuits, should be among the subjects studied; and that good morals and good manners, not taught at all to many children in their homes, should, for the safety and well being of the State, be taught systematically by the teachers in her schools.

CITY SCHOOL SYSTEMS.

OFFICERS.

In San Francisco, a board of education of 12 members, elected biennially by the people, with a superintendent (who may have a deputy), also biennially chosen; in San José, a board of 2 members from each ward, with a superintendent; in both, boards of examiners for proof and certification of the qualifications of persons proposing to teach; in Stockton, also, a board of education and of examination, with a superintendent—(School law and reports.)

STATISTICS.

Cities.	Population.	Children of school age.	Enrolment.	Average attendance.	Teachers.	Expenditure.
San Francisco ..	a301, 020	b53, 210	c37, 286	24, 899	632	\$722, 201
San José.....	9, 009	3, 371	23, 114	1, 379	42	74, 678
Stockton.....	15, 000	3, 011	1, 693	1, 523	34	30, 044

a Estimated.

b This is the number of State school age (5-17) entitled to draw public money. The number of city school age (5-17) entitled to attend city schools, was 49, 404.

c Besides 6,984 in private and church schools.

d Besides 694 in private schools.

ADDITIONAL PARTICULARS.

San Francisco.—According to a table of classification and attendance, the schools here consist of 2 high, 14 grammar, 25 primary, 1 model school, and 9 unclassified. The grades below the high schools are 7. Superintendent Bolander says that the year was a very satisfactory one, a reduction of the material to be studied from text books having given teachers more time for explanations and a better presentation of the subject matter of lessons, while the principles underlying object lessons have been better adhered to and applied. There has been less memorizing, more training in the habit of observation, and in the proper expression of ideas. In arithmetic the burden has been lightened, the whole work in the lower grades being made to consist of a thorough treatment of the numbers from 1 to 25. In the same grades a careful attention to penmanship has been productive of most favorable results. In drawing and music kindred progress has been secured. In geography, natural philosophy, physiology, and the art of reading, the effort has been to get rid of needless technical details, and have the substance of things well understood; the theory being that the true work of the schools is not to teach everything in all the text books used, but to discipline the mind and store it with the most useful knowledge. And this knowledge is held to be not merely a grasp of certain facts, but also of the principles which underlie all facts and are applicable to great multitudes of cases.

The deputy superintendent argues for a system of free text books as greatly better than the present system of purchase by those able to buy and free supply to those only who profess indigence. He also says that in several schools where there was a great pressure for admission into the lowest grades, the experiment has been tried of half day classes, one set of children coming in the morning and another in the afternoon. In spite of considerable opposition from parents who wanted their children to be taken care of during the whole day, the experiment worked well, and, according to the testimony of both principal and teachers, the advancement has been equal, if not superior, to that of whole day classes.

Botany, zoölogy, physics, and chemistry enter into the school course, as well as the common English branches, music, and drawing, and in 2 cosmopolitan schools, as well as in the boys' high school, French and German.—(Report for 1876-77.)

San José reports 9 school-houses, furnishing accommodations sufficient to admit every child in the city to a seat, the best and latest improved furniture, first class apparatus, and an energetic, hard working corps of teachers. Under a new course of study the schools are so graded as to give 2 years to primary work, 2 to intermediate, 2 to grammar, and 3 to high school studies. This arrangement was based on the observation that heretofore in most instances from necessary absence and other causes it had taken 8½ years to complete the first 6 years of school work, so that, with the 6 years thus divided, the average pupil would not reach the point of admission to the high school under 14½ years of age. In the new course oral instruction, morals and manners, music and drawing, find a place, which they had not before. Technical education, as a preparation for future trades, is also contemplated and urged, as well as the establishment of an evening school for such as have had to leave before completing the studies of the grammar grade. Other proposals are that new teachers be put on a probation of 5 months, to be continued and receive full pay only on the condition of

proving their efficiency, and that every elected teacher hold a position during good behavior, with increase of pay proportioned to the length of efficient service.—(Report for 1876-77.)

Stockton, not sending any printed report, makes return of the following, besides the figures in the table: Estimated enrolment in private and parochial schools, 120; public school buildings, 10; valuation of school property, \$142,900; sittings for study, 1,693; a high school with at least 3 teachers—number of pupils not given—and, apparently for the city schools in general, special teachers of music and penmanship.

THE TRAINING OF TEACHERS.

STATE NORMAL SCHOOL.

Established in 1862 and housed in a noble building with ample grounds at San José, this school has prepared more than one-sixth of the present teaching force of the State. Its full course of study covers 3 years, the first 2 of which constitute an elementary course, from which individuals may graduate with lower rank. Diplomas entitling their holders to State certificates of corresponding grades, are granted to those students who complete either the elementary or the full course. The printed report for the school year ending March, 1877, showed 459 pupils in the regular normal courses, with 78 in a preparatory course. From a later written return, it appears that during the year there were in all 523 normal students additional to the 78 preparatory; resident instructors, 12; graduates, 53 from the 3 years' course, 28 from the 2 years' course. Of the latter, several returned to complete the full course. Drawing and vocal music are among the branches taught, and the students have the advantage of a library of 1,075 volumes, of a laboratory to aid in chemical study, of apparatus for the illustration of physics, of a small museum of natural history, and of a model school in which they may practically apply the instruction they receive as to methods of teaching.—(Report for 1876-77 and return.)

OTHER NORMAL TRAINING.

The formation of a normal class in connection with the girls' high school of San Francisco was noticed in the Report of this Bureau for 1876. The report of the State superintendent speaks of it as continuing to do good work. He thinks that similar classes might be formed in other cities to supply trained teachers for the schools.

The *Pacific Kindergarten Normal School*, established by Miss Emma Marwedel first at Los Angeles and subsequently transferred to Oakland, reported 4 normal students for 1877, of whom 3 subsequently engaged in teaching. Drawing and vocal music entered into the course of instruction given.

Then, in counties with twenty or more school districts, teachers' institutes of three to five days each are required by law to be held by the county superintendents and to be attended by the teachers of the public schools. These become temporary normal schools in the counties where they are held, dealing with methods of teaching and discipline, and contributing greatly to the improvement of teachers as respects such things. More than 70 institutes were held in 1875-76 and 1876-77.—(State report and school law of 1874.)

NEW EDUCATIONAL JOURNAL.

In March, 1877, Mr. Albert Lyser, as editor and publisher, started at San Francisco a monthly octavo paper devoted to the interests of education and promising to render most efficient aid to these interests on the Pacific coast. Its title is *The Pacific School and Home Journal*.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Referring to the objections often raised against this class of institutions, the superintendent of public instruction says that the right of the State and of municipal governments to maintain high schools is not legally distinguishable from the right to maintain elementary schools; that schools exist because of a well founded claim on the part of children to an education; that this education is not a fixed quantity, to be measured by one generation for that which succeeds it: the "common schooling" of the past century, for instance, not adequately fitting the average citizen of to-day for the business of life; that the demand for high schools now is far more general throughout the United States than was the demand for elementary schools half a century ago; and that, as the education given in such high schools is necessary to the welfare of the State, it should not be left to private greed or sectarian ambition.

In answer to the charge that high schools are expensive, he says their cost is trifling compared with that of the popular vices which they help us to suppress; and that, rightly managed, they pay fully for their cost, increasing the productive power of a

community by keeping at home youths who would otherwise be sent away, and retaining in the schools those pupils who will give them the highest character and exert the healthiest and most beneficial influence.—(State report.)

In a table of the appendix, the superintendent enumerates the high school pupils in 45 counties of the State, the whole number of such pupils reaching 3,433. Of this number 1,570 were in Alameda County and 1,060 in San Francisco City and County.—(Report.)

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private secondary schools, preparatory schools, and preparatory departments of colleges, see Tables VI, VII, IX in the appendix, and the summaries of them in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

UNIVERSITIES AND COLLEGES.

The University of California, at Berkeley, crowning the educational system of the State, though not yet formally linked with the lower schools, presents for 1877, in its "college of letters," essentially the same elements as in previous years. The requirements for admission to the "classical course" are fully up to those of the best kindred institutions elsewhere; those for the "literary course," more moderate. The college library contains more than 14,000 volumes. The statistics for the fall term of 1877 were as follows: Academic senate, comprising officers of the college of letters and of 5 colleges of science and the instructors, 38; students in the classical course of the college of letters, 61; in the literary course, 90; total, 151. Besides these and the students of the colleges of science, there were 28 special course students, who, as a class, take up but one or two lines of study and are not required to pass the general examinations for admission, and 21 students at large, giving all their time to special studies under direction of the faculty, with 4 post-graduates.—(Register for 1877-78.)

Nine other institutions for superior instruction report by printed catalogue or written return, or both, for some part of 1877: *College of St. Augustine*, Benicia (Protestant Episcopal), 10 instructors and 60 collegiate students; *Pierce Christian College*, College City (Christian Church), 5 instructors and 3 classical students; *Pacific Methodist College*, Santa Rosa (Methodist Episcopal South), 4 instructors and 13 classical students; *Santa Clara College*, Santa Clara (Roman Catholic), 26 instructors and 227 students, unclassified; *St. Ignatius College*, San Francisco (Roman Catholic), 12 instructors and apparently 187 students in collegiate studies, besides 85 in a business course and 150 in grammar and higher arithmetic, who are rated as collegiate, the college course here covering 8 years and embracing in the first four many things classed as elementary or secondary elsewhere; *St. Mary's*, San Francisco, 138 students in classical and scientific collegiate classes; *St. Vincent's*, Los Angeles (Roman Catholic), 6 instructors and 94 students in English, Latin, Spanish, French, book-keeping, &c.; *University of the Pacific*, Santa Clara (Methodist Episcopal), 10 instructors and 33 students in classical course; and *Washington College*, Washington, 10 instructors and 14 students in classical course.—(Catalogues and returns.)

For detailed statistics of universities and colleges, see Table IX in the appendix, and the summary of it given in the Report of the Commissioner preceding.

Of 7 other colleges believed to be in the State (not including 2 for young women), 3 send statistics, which may be found in Tables VI and VII of this Report, while 4 have not reported for 1877.

COLLEGES FOR WOMEN.

The privileges of the State University, Hesperian College, Pierce Christian College, Pacific Methodist College, University of the Pacific, and Washington College are offered to young women as well as to young men. Pacific Methodist College makes especial provision for them. Besides these, there are several institutions in the State for superior instruction of young women. Two of them, the Young Ladies' Seminary, Benicia, and the College of Notre Dame, San José, report for 1877, the former, 7 instructors and 78 students, of whom 46 were in a preparatory department, 26 in the regular collegiate course, and 6 in optional studies; the latter, 26 instructors, 350 free and 285 pay students, 46 of them in collegiate course and 1 in special course. Notre Dame, which is authorized to confer degrees, has a library of 2,500 volumes. Music, drawing, painting, French, and German are taught in both; at Notre Dame, Spanish also.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The colleges of agriculture, mechanics, mining, engineering, and chemistry connected with the University of California are the chief agencies for scientific instruction in the State. Most of the other colleges and universities, however, have scientific depart-

ments or courses in accordance with the prevailing demand for special preparation for practical and useful industries. Students in the scientific department of the university, 116.

There has been also, since 1862, in San Francisco, a private school of engineering, for instruction in all the branches belonging to that science. It reported for 1877 a total of 4 instructors and 60 students. In connection with the Mechanics' Institute of the same city, courses of lectures on scientific subjects have been sustained for years past, while discussion of such subjects has been customary at the semimonthly meetings of the California Academy of Sciences, also of San Francisco.—(Catalogues, returns, and reports to Bureau of Education by Mrs. S. B. Cooper.)

PROFESSIONAL.

Theological training continues to be given in the Pacific Theological Seminary, Oakland, established under Congregational auspices in 1869, and in the San Francisco Theological Seminary, first opened under Presbyterian influences in 1871. Course of study in each, 3 years. In the one at San Francisco the possession of the degree of B. A., or its equivalent, is one of the requisites for admission, but students of any Christian denomination, duly qualified, may enter.—(Catalogue, 1877, and returns to Bureau of Education.) In Pierce Christian College there is a Bible department, which may prepare for either ministerial or general Christian work.—(Catalogue for 1877-78.)

Legal training appears to be in about the condition indicated in the report for 1876, no college or school of law seeming to have been yet established.

Medical training is cared for (1) by the Medical College of the Pacific, organized in 1858 as the medical department of the University of the Pacific, and transferred to University College, San Francisco, in 1870; (2) by the medical department of the University of California, formerly Toland Medical College, San Francisco, which has as its auxiliary now the California College of Pharmacy, recently affiliated with the university as a branch of its medical department. All these seem to be well appointed and to have a good and fair course of instruction, though without the preliminary examination for literary qualifications now required in some such institutions at the East. Requirements for graduation in the two medical colleges, attendance on two full courses of lectures, with three years' study of medicine, good character, full manly age, at least one course of anatomical instruction, with clinics and a medical thesis; in the College of Pharmacy, like attendance on lectures, four years' service in a drug store, full age, and thesis.—(Catalogues and returns to the Bureau of Education.)

SPECIAL INSTRUCTION.

CALIFORNIA INSTITUTION FOR THE EDUCATION OF THE DEAF AND DUMB AND THE BLIND, BERKELEY.

The buildings of this institution, which were burned January 17, 1875, have been renewed upon the now much favored plan of separate "homes" for from 40 to 50 persons each. The arguments in favor of this arrangement over the older one of a single large establishment for all are (1) less danger from fire; (2) easy isolation of the sexes; (3) better sanitary conditions; (4) economy of expenditure: as on this plan additional buildings of the same class can be constructed at a much smaller outlay than if one great structure had to be put up; (5) greater convenience: as, when new buildings are required, they can be erected without interruption of the exercises of the school. For these reasons two such homes have been constructed, with solid subfoundations of cement, stone foundations with granite water table, superstructure of plain brick, and roof of slate, the brick walls being hollow and plastered without wooden lathing, so that danger from fire is reduced to the least possible degree. With further wise precaution against this peril, the staircases have been made of stone, an extra spiral one extending from the extreme end of the sleeping apartments to the ground, to make sure of a safe exit for all in case of any fire; while the basement floor is laid three inches thick with artificial stone.

The pupils on the rolls, June 30, 1875, were 64 deaf-mutes and 30 blind; added, since that date, 23 of the former class and 4 of the latter; graduated and discharged: of the former, 14; of the latter, 4; died, 3; remaining, June 30, 1877, deaf-mutes, 71; blind, 29; total, 100. Teaching force, including principal, instructor in wood carving, and foreman of shoeshop, 10.—(Report for 1876 and 1877.)

TRAINING OF SEAMEN.

To supply intelligent and trained young sailors for vessels leaving the port of San Francisco, acts were passed by the legislature of California and Congress, from 1874 to 1876, looking to the establishment of a training school on board ship in that harbor. Through the coöperation of the United States Government, which furnished the ship *James Town* for the purpose and detailed a naval officer to command her, such a school has been instituted, under the special direction of a committee of the supervisors of the city and county of San Francisco, with an allowance of \$25,000 annually for its support. Two hundred boys, of 14 to 18 years of age, are made admissible to its privileges.

100 from the city and county of San Francisco, and 100 from the other counties of the State. They must be in good health, must evince an aptitude or inclination for sea life, must have the written consent of their parents or guardians for their entrance on board, and must, on entering, sign an agreement to serve at least two years on the train ship or such other vessel as they may be sent to for service after any semiannual examination. Once entered, they receive instruction in the common branches of an English education, and in all that relates to practical seamanship. At the close of the two years' course, if not sooner provided with employment, they are to receive certificates showing their character and proficiency in nautical matters, which certificate, it is believed, will insure employment in first class vessels trading with the port.—(Prospectus.)

INDUSTRIAL AND REFORMATORY TRAINING.

The City and County Industrial School of San Francisco, organized in 1859, admits youths under 18 years of age who are in danger of becoming criminals through neglect, and trains them in the elements of a common school education, in music, and in such industries as farming, gardening, shoemaking, tailoring, and carpenter work. For the session of 1877-78, there was a total of 20 instructors and 232 pupils. Of these, 24 were taught instrumental music and constituted a brass band, while 30 were so drilled in vocal music as to be able to lead the whole school in singing. A library of 1,000 volumes, to which 200 were added in the year, augments the means of instruction and improvement.—(Return from Superintendent D. C. Woods.)

EDUCATIONAL CONVENTIONS.

STATE CONVENTION.

The State Educational Convention met at San Francisco October 25, 1877. State Superintendent Carr delivered the opening address on "Educational progress," in which he dwelt upon the need of a greater number of more highly trained teachers and of a more practical course of study in the public schools. Addresses and papers were presented afterward by Mrs. Jeanne C. Carr, deputy State superintendent, on "Education at the Centennial;" by Hon. John Swett, principal of the Girls' High School, San Francisco, on "Teachers and teaching;" by President Le Conte, of the university, on "The importance of unity in the methods of instruction in the public schools;" by Rev. O. P. Fitzgerald, former State superintendent, on "The press as an educator;" by Prof. William White, of San Francisco, on the "Claims of the high schools to support from the State;" and by Prof. A. L. Mann, city superintendent elect of San Francisco, on "Classical and scientific studies." J. B. Chesney, chairman of the committee on industrial education, presented an elaborate report, taking strong grounds against the plan of ingrafting a system of manual labor on the common school system.

Resolutions were adopted (1) favoring the introduction of sewing into the primary, grammar, and ungraded country schools taught by women, so far as it may be made available as a means of education, and not as a trade; (2) urging upon the legislature the organization of a Kindergarten in connection with the State Normal School at San José; (3) expressing the opinion that the "Present State course of study as applied to country schools is defective, in that it requires too many things to be taught children in the primary grade that would be better learned, and without effort, when age shall have matured the child's mind;" and (4) that "Some of the text books prescribed by law for use in public schools are entirely inadequate to meet the wants for which they are designed, and that we, as school officers and teachers, earnestly desire a change."—(Educational Weekly, November 15, 1877, and Pacific School and Home Journal, November, 1877.)

CHIEF STATE SCHOOL OFFICERS.

Hon. EZRA S. CARR, *State superintendent of public instruction, Sacramento.*

[Term, 1876-1880.]

Mrs. E. S. CARR, *deputy superintendent, Sacramento.*

STATE BOARD OF EDUCATION.

[Term of the governor expires December, 1879; that of the superintendents, in 1880.]

Name.	Office.	Address.
His Excellency William Irwin.	Governor of the State and ex officio president.	Sacramento.
Hon. Ezra S. Carr.	State superintendent of public instruction, secretary.	Sacramento.
A. L. Mann.	Superintendent of San Francisco County schools.	San Francisco.
F. L. Landes.	Superintendent of Sacramento County schools.	Sacramento.
L. J. Chipman.	Superintendent of Santa Clara County schools.	San José.
J. C. Gilson.	Superintendent of Alameda County schools.	Pleasanton.
E. W. Davis.	Superintendent of Sonoma County schools.	Santa Rosa.
S. G. S. Dunbar.	Superintendent of San Joaquin County schools.	Stockton.
Charles H. Allen.	Principal of State Normal School.	San José.

COLORADO.
STATISTICAL SUMMARY.

	1875-76.	1876-77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6-21)	21,962	21,612	.....	350
Enrolled in public schools	14,364	14,085	.....	279
Average daily attendance	8,043	8,141	98	.....
SCHOOLS.				
School districts	341	.....	.....	.....
School-houses	217	219	2	.....
Average time of school, in days	100	.....	.....	.....
TEACHERS.				
Teachers in public schools	401	433	32	.....
Average monthly pay of men	\$60 00	\$56 10	.....	\$3 90
Average monthly pay of women	48 00	51 45	\$3 45	.....
INCOME AND EXPENDITURE.				
Whole receipts for public schools	\$235,854	\$198,975	.....	\$36,879
Whole expenditure for schools	233,298	215,256	.....	18,042
EXPENDITURE PER CAPITA —				
On school population	\$7 93	\$7 95	\$0 02	.....
On enrolment	12 12	12 20	08	.....
On average attendance	21 65	21 10	.....	\$0 55

(From returns of Hon. Joseph C. Shattuck for the two years above indicated, except the items of districts and school-houses in 1875-76, which are from the report of Hon. Horace M. Hale, late superintendent. Mr. Shattuck writes that the statistics for 1876-77 are correct as far as they go, but that from some counties (Mexican) he had no reports. His explanation of decrease at several points is that heretofore *estimates* have been put in the summaries of particulars for counties not reporting. He has thought it best to stop that, and has made no effort to swell the aggregates by any guessing.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

For supervision of all county superintendents and of the public schools of the State there is a *State superintendent of public instruction*, formerly appointed by the governor, now chosen by the people for a term of 2 years.

For granting State diplomas to teachers of proven character, experience, culture, and ability, there is a *State board of education*, of which the State superintendent is president. The diplomas are to be of two grades, one entitling the holder to teach in high schools, the other in schools of lower grade, both for life.

LOCAL.

For supervision of county and district schools there are: (1) *county superintendents*, chosen by the people every 2 years, the year of election alternating with that for choice of State superintendent; (2) *boards of directors for school districts* (3 or 6 persons, according to population), chosen by the people with a view to eventual 3 years' service, but to be changed in one-third of their material by annual election; (3) *high school committees*, composed of the county superintendent of the county in which a union

high school may be projected, and of 3 other persons to be chosen from their own number by the directors of districts uniting for the establishment of such a school.—(School laws of 1876 and 1877.)

ELEMENTARY INSTRUCTION.

NO STATE REPORT.

The report of the State superintendent of public instruction under existing laws is presented biennially, and none is due till the close of 1878. The information given in the preceding statistical summary and in the following matter relating to the schools of Denver is, therefore, the only intelligence as to elementary instruction for 1877.

CITY SCHOOL SYSTEM.

DENVER.

Officers.—A board of education of 6 members, chosen by the people for terms of 2 years, one-half being changed each year, has charge of the city school system. The board when organized chooses a superintendent not of its own number.—(Special school law of 1874.)

Statistics.—Children of school age (6-21), 2,481; enrolled in public schools, 2,078; average number belonging, 1,327; average daily attendance, 1,281. Teachers, including the superintendent and 2 teachers of German, 36; average number, 34. Expenditure, \$59,061.

Additional particulars.—Corresponding with the steady growth of the city, the increase in enrolment during 5 years has been 76 per cent. and the increase in the average number belonging to the schools 145 per cent. The schools of the city are classed as primary, grammar, and high, the course in each of these covering 4 years. All pupils in and above the third primary grade are permitted to study German. The high school—in which are 3 courses of study, an English, a classical, and an English and classical—had in 1877 an enrolment of 103, and in the summer of that year graduated its first class, apparently of 8, and admitted 40 out of 50 candidates for the session of 1877-78.—(Report of Superintendent Aaron Gove and of the board of education, 1877.)

TRAINING OF TEACHERS.

TEACHERS' INSTITUTES.

The only provision for the preparation of teachers for especially efficient school work, besides the institution of normal classes in the university, of which we shall hear more in a year or two, is one for institutes. Respecting these the law of 1877, section 80, directs that whenever assurance shall be given to the superintendent of public instruction by the county superintendents of two or more counties in any judicial district that not less than 25 teachers in said district desire to assemble for the purpose of holding a teachers' institute, he shall appoint the time and place of meeting and give due notice to the county superintendents of all the counties in the district. The State allows a sum not to exceed \$100 for expenses, and permits boards of directors to close their schools during the session to allow teachers to attend, the pay of attending teachers going on during attendance.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

In the absence of a State report for 1877 there is no other information respecting these than that contained in the preceding paragraph respecting the Denver high school, except that the new school law of 1877 authorizes school boards in districts with populations of 350 and upwards to establish a separate high school whenever they shall deem it expedient or necessary, but not to erect or lease a building for it without the consent of the voters of the district. Two or more districts, as before intimated, may unite to form a union high school.

CHURCH SECONDARY SCHOOLS.

Two schools of high class for young ladies—St. Mary's Academy, Denver (Roman Catholic), and Wolfe Hall (Protestant Episcopal), at the same place—report for 1877 a total of 16 teachers and 181 pupils, 2 of these in classical courses and 46 in modern languages. Drawing and music are taught in both and each has apparatus for instruction in physics; Wolfe Hall, some means of chemical illustration, also. The latter reports a library of 840 volumes, the former of "about 500."

Jarvis Hall, Golden (Protestant Episcopal), a classical and commercial school for young men and boys, was also in operation during 1877, as previously.

PREPARATORY SCHOOL.

The regents of the new State university at Boulder have perfected their arrangements for preparing students for such of the university courses as they may select.—(Circular for 1877-78.)

A return, apparently for the fall term of 1877, gives an attendance of 64 students, of whom 30 were in training for the classical and 10 for the scientific course.

SUPERIOR INSTRUCTION.

COLLEGES.

The *University of Colorado*, at Boulder, and *Colorado College*, at Colorado Springs, are now open, at least to preparatory students.

The university is, by law, "to provide the best and most efficient means of imparting to young men and women, on equal terms, a liberal education." It is to include eventually classical, philosophical, normal, scientific, law, and such other courses of instruction as the board of regents may determine, with a department of physical sciences. But all these, except the normal course and a preparatory department, are to be of gradual growth. A printed announcement for 1877-78 states that arrangements have been made for preparatory and normal classes, and that classes in the university courses will be formed as required. It is to receive for its support one-fifth of a mill on all property assessed in the State; product at present, about \$8,000.

Respecting Colorado College, there was a statement in the *Colorado Springs Gazette*, of June 23, 1877, that the college was then prepared to receive pupils of advanced standing and to carry them on to graduation. The school was taught in a wooden building, owned by the college, awaiting the erection of the new one, for which preparations were in progress. This was expected to cost \$30,000, nearly \$10,000 of which sum had been subscribed by the citizens of Colorado Springs. The American College and Education Society, it was stated, had pledged \$20,000 toward the endowment of professorships. A later issue of the same paper states that contracts for the erection of the college building have been made, and its completion is looked for by the fall term of 1878.

No information respecting *Evans University* is at hand.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *State School of Mines*, at Golden, reports for 1877 an attendance of 14 pupils in its regular scientific department, besides 2 studying telegraphy and 14 in the preparatory department. This school was reorganized in 1877 as a free scientific school. After January 17, 1878, it is to be supported by a State tax of one-tenth of a mill on the dollar. The course of study appears to be substantially the same as reported in 1876.—(Return and printed circular, 1877.)

The *State Agricultural College*, Fort Collins, is, by law, "to afford thorough instruction in agriculture and the natural sciences connected therewith;" is to combine physical with intellectual training, to have a course of not less than 4 years, and to be open to both sexes. For its maintenance, a State tax of one-fifth of a mill is to be added to the interest of the moneys derived from the sale of the lands donated to it.

PROFESSIONAL.

Matthews' Hall, at Golden, the only institution that has been open for instruction in theology, or indeed for any of the professions, is now closed.—(Return for 1877.)

SPECIAL INSTRUCTION.

INSTITUTE FOR THE EDUCATION OF THE MUTE AND BLIND, COLORADO SPRINGS.

Thirty pupils have received instruction in this institution since its foundation in 1874. The present number is 26, of whom 12 are males and 14 females. English language, composition, penmanship, geography, history, arithmetic, scripture lessons, and drawing are taught. The employments are printing, shoemaking, gardening, housework, plain and fancy sewing, cutting and fitting of clothing, and crocheting. A 16 column weekly paper is published by the pupils.—(Return, 1877.)

CHIEF STATE SCHOOL OFFICERS.

Hon. JOSEPH C. SHATTUCK, *State superintendent of public instruction, Denver.*

STATE BOARD OF EDUCATION.

[Terms of office expire January, 1879.]

Members.	Post-office.
Hon. Joseph C. Shattuck, <i>State superintendent, president</i>	Denver.
Hon. William M. Clark, <i>secretary of state</i>	Denver.
Hon. A. J. Sampson, <i>attorney general</i>	Denver.

CONNECTICUT.

STATISTICAL SUMMARY.

	1875-76.	1876-77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Children of school age (4-16)	135,189	137,099	1,910	.....
Scholars registered in winter	93,923	99,657	734	.....
Scholars registered in summer	89,532	90,845	1,013	.....
Number registered over school age	4,454	4,894	440	.....
Different scholars in public schools	119,106	119,208	102	.....
Pupils in other than public schools	9,816	10,180	364	.....
Pupils in schools of all kinds	128,922	129,388	466	.....
Children of school age in no school	12,297	13,865	1,568	.....
Average attendance in winter	74,369	75,732	1,363	.....
Average attendance in summer	66,621	68,538	1,967	.....
Per cent. of registered to enumeration	88.10	86.95	.....	1.15
Per cent. in schools of all kinds	95.36	94.38	.....	.98
SCHOOL DISTRICTS AND SCHOOLS.				
School districts in the State	1,493	1,487	.....	6
Public schools	1,628	1,629	1	.....
Departments in these	2,499	2,530	31	.....
Schools with two departments	118	112	.....	6
Schools with more than two	152	165	13	.....
Whole number of graded schools	270	277	7	.....
Departments in these	1,148	1,176	28	.....
New school-houses built	26	22	.....	4
Houses in good condition	883	922	39	.....
Houses in fair condition	556	524	.....	32
Houses in poor condition	212	201	.....	11
TEACHERS AND THEIR PAY.				
Teachers in winter schools	2,656	2,676	20	.....
Teachers in summer schools	2,638	2,659	21	.....
Teachers continued in same school	1,780	1,904	124	.....
Teachers who never taught before	539	478	.....	61
Average monthly pay of men	\$67 43	\$64 55	.....	\$2 88
Average monthly pay of women	37 16	36 20	.....	96
INCOME AND EXPENDITURE.				
Total income for schools	\$1,560,565	\$1,506,218	.....	\$54,347
Total expenditure for schools	1,529,181	1,510,222	.....	18,959

(From the reports of Hon. B. G. Northrop, secretary of the State board of education, for the two years indicated.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

A State board of education, composed of the governor, lieutenant governor, and four persons appointed by the general assembly for terms of four years each, with change of one each year, has general supervision and control of the educational interests of the State. This board appoints a secretary who acts as its executive officer throughout the State, with an assistant secretary for office work, and a general agent for the enforcement of the law which forbids the employment of untaught children in families, factories, or shops.

LOCAL.

boards of school visitors for towns are composed of 6 or 9 members chosen originally in at the annual town meeting, and changed in one-third of their number at each subsequent meeting. These boards have, under the State board, the direction of studies, nomination and certification of teachers, and visitorial oversight of the town schools, depending to this last mainly through their secretary and a member annually assigned at duty, called the acting school visitor.

boards for school districts, into which towns may be divided, are ordinarily of 3 persons chosen by ballot at the annual district meeting, with a clerk, a treasurer, and a moderator. The exceptional cases are in school districts succeeding to the old school districts, in which boards of education of 6 or 9 members have been elected, and are held in one-third of their material by subsequent annual election.—(School laws, in force of 1872.)

ELEMENTARY INSTRUCTION.

GENERAL CONDITION.

great or striking signs of progress can ordinarily be looked for in any single year in the school system of an old and well established State. It is only as we compare year with year one with another that such progress can usually be found. But here the report of education says in its report that the history of the schools for 1877, as far as it could be read through the statistics, was very satisfactory; and looking at these statistics we see ground for the satisfaction shown. The increase of enrolment in the common schools, 734 in winter and 1,013 in summer, indicates, for example, some fair prospect to a harvesting of the increase of children of school age, 1,910. The increase of average attendance, 1,363 in winter and 1,967 in summer, is even more encouraging, though against this has to be set an increase too of 1,568 in the number attending no school; but, as the board says, a large proportion of these non-attendants are children of tender age that their absence from school is hardly a matter for regret. We have more graded schools, with 28 more departments; while to meet the increase in enrolment and attendance there were 20 more teachers in the winter schools and 21 in the summer schools, as well as 124 more who, for at least the second year, were settled in the same school, showing a gradual approach toward permanency. The receipts for school purposes have, it is true, fallen off \$54,347; but in view of the shrinkage in the value of all property and in the prices of the commodities of life, the whole result, with even this large falling off, the board says, represent a greater sacrifice on the people's part than formerly, and a greater power to purchase commodities and services than the larger looking income of 1876.

As a part of the history not to be told in figures, in the opinion of the board, is not satisfactory; the interest of the people in the schools which they maintain, the industry and activity of the corps of teachers, and the obedience and diligence of the scholars having been fully up to the high standard of past years.—(Report of board 1877.)

NEGLECTED CHILDREN.

Mr. Northrop says that Mr. Giles Potter, the agent of the State board for the purpose, has rendered during the year efficient service in securing the observance of the law for the prevention of illiteracy. The plan of visiting schools to ascertain from the scholars and teacher the extent of absenteeism has proved very useful. The question, "Does any scholar in this school know of a boy or girl of school age who has attended school this term or this year?" usually reveals the real facts in each case. These visits have increased attendance and served to magnify the importance of the school to the pupils and parents. For the mere fact that the State, in its enforcement of the law, is found thus to be looking after individual children, leads many parents, especially foreigners, to a higher appreciation of the school and of their own parental duties.

The gain in attendance since the adoption of a compulsory law (it being followed by the visits of an agent) abundantly shows the value of the enactment and compensates for the effort to secure a general observance of it. Besides the systematic work of the agent, Mr. Northrop himself, as the secretary of the State board, keeps in view the needs of the neglected children in his visits to towns, to schools, and factories, his conferences with school officers, and in public lectures. He has thus delivered 43 lectures and paid 57 visits to 42 different towns, while Mr. Potter has visited 43 towns and 258 departments in 189 schools, each finding children illegally kept from school and bringing many of them in.

The law, as Mr. Northrop justly says, should not relax efforts at persuasion. The nothing is to make the schools so good and their advantages so inviting that attendance may come to be regarded as a privilege and not have to be imposed as a necessity. The kind endeavor in such circumstances will usually bring in the absentees. But in such means fail and reasoning also fails, coercion must come in to protect helpless children in their right to an education, and give them at least the 60 days of actual schooling which the law now requires.—(Report for 1877.)

SOME EFFECTS OF COMPULSION.

Mr. Northrop, having been abroad in the summer of 1877 to observe some things in European school systems, makes a favorable report of the workings of a compulsory educational law in several of the English cities. In London, where such a law has been pretty rigidly enforced, he says that, as a result, there has been already, according to the testimony of the city officers, a considerable reduction in the number of juvenile offences and in the cost of youthful pauperism. Every gang of young thieves known to the police has been broken up, and city Arabs that had been almost unmanageable sit now in the schools beside the sons of industrious citizens in healthful and improving competition. The superintendent of the Holloway Prison testified that apparently in consequence of this training of the children, there had been committed to his prison in the year past only 28 male juvenile offenders and no females, though in 1869 there were 136 males and 21 females so committed. Similar testimony to the good effects of compulsory attendance on the schools, with moral influences brought to bear upon the children there and elsewhere, came to him from other cities. — (Report for 1877.)

OTHER TOPICS TREATED.

The adornment of school grounds with proper shade trees is strongly urged by Mr. Northrop in this as in previous reports, and it is pleasant to note that through his efforts much progress in this good work has been effected. State uniformity of text books he writes decidedly against, as greatly expensive to begin with and fruitful afterward of embarrassment and litigation. Industrial education, as a preparation for the future work of life, has considerable space devoted to it, but no definite plan for it is proposed. The advantages of European schools of forestry are also largely dwelt upon and the methods of those schools described.

KINDERGARTEN.

One school of this class, 287 Myrtle avenue, Bridgeport, reports 80 children of 4 to 9 years of age under the instruction of one principal and 4 assistants in 1877, the school being held 5 hours daily for 5 days in each week, with 40 weeks in the school year. — (Return.)

CITY SCHOOL SYSTEMS.

OFFICERS.

In Hartford, a board of school visitors of 9 members, one serving as acting school visitor; in the other cities, boards of education of 9 or 12 members, with city superintendents of schools; term of service in each case, 3 years, one-third going out each year, to be replaced by new election.

STATISTICS.

City.	Population.	Children of school age.	Enrolment.	Average attendance.	Teachers.	Expenditure.
Bridgeport.....	24, 745	5, 264	4, 735	3, 193	81	\$90, 1.00
Hartford.....	41, 600	9, 621	7, 596	5, 038	160	194, 20.00
Meriden.....	10, 945	.....	.....	.....	.....	.....
Middletown.....	7, 000	1, 415	1, 048	676	22	27.75
New Haven.....	53, 675	12, 964	11, 426	7, 491	204	204, 4.36

ADDITIONAL PARTICULARS.

In Bridgeport, 333 scholars in the ordinary evening schools and 99 in an evening drawing school, added to the 4,735 enrolled in the day schools, give a total enrolment of 5,167. Adding also the 6 teachers in the evening schools to the 81 in the day schools, we have a total of 87. The evening schools were open only twice a week, and hence secured a more regular attendance and more satisfactory results than is customary where the sessions include 4 or 5 evenings in the week. The schools were newly classified and graded in the school year 1876-77, in accordance with a course of study adopted at the beginning of the year. In the primary schools, the word and phonic methods of teaching reading took the place of the longer and more tedious alphabetic method, saving much time and trouble. In the grammar and high schools, a system of monthly written examinations was carried on through the year with excellent results; and, as the teachers were thus relieved from keeping daily records of scholarship, they were able to give their whole time in school to the work of instruction. Oral examinations by different members of the board of education and by the city superintendent have also aided in stimulation. For this purpose some 1,400 visits have been made to the schools, the visits varying in length from a few minutes to a room to an entire session. A city high school, opened at the beginning of the year,

different pupils, and spread an influence for good through all the other presenting a standard toward which all may strive. Drawing was introduced in the schools during the year and vocal music was prosecuted as in previous the lowest to the highest grade.—(Report of Superintendent H. M. Harris for 1876-77.)

had, in addition to her day schools, 2 evening schools continued during the enrolling 529 pupils, with an average attendance of 192. The studies were elementary and the results appear to have been encouraging. In all the districts the text books used are of the same kind, and only such books are used as studies pursued as have been prescribed or authorized by the school board. If each session is devoted to singing, in which all pupils are expected to participate in the rudiments of music is also given. Drawing is begun in the first and is continued through at least the second year of the high school. Graduated for in 6 grades, entering also into the first two high school years. The school, under its able principal, Mr. Joseph Hall, retains its high standard of admission, and includes, besides the pupils from the grammar schools, about 150 from the neighboring towns, enrolling 470 in the spring of 1877. The increase in its attendance required in that year the erection of an addition sufficient to accommodate upwards of 200 more pupils with study and recitation rooms. Accomplished at comparatively small cost, and with great improvement of the interior; but unfortunately the exterior was not made to harmonize with the elegant main building, and thus impairs the beauty of the whole.—(Report of Superintendent H. M. Harris for 1876-77, through Acting School Visitor John H. Brocklesby.)

As to teachers, it is pleasant to learn that here all who were appointed at the commencement of the school year 1876-77 were retained to its close, and, at the expiration in June, were re-elected to their former positions. As to studies, we find that drawing receives attention, that instruction in the metric system has been introduced, and that in the "senior department" there is a commercial course to prepare for business, as well as classical and English courses to fit them for college and domestic life. As to methods, we learn that in the primary classes the names and words in common use placed on the blackboard in view of all the children write on slates and learn to spell from memory. The slate receives the result of the drawing lesson while some are constructing the same figure on the board. The pupils are taught to make figures and form their simpler names on the slate. The teacher walks among the pupils, needing no book, and answers to her questions from whom she will. Frequent reviews fix these in the mind, until at the close of the term a review of 80 days' work seems less than an ordinary lesson. The little ones store away in a year nearly one hundred useful words which they can write or spell at any time, besides the first drawing and arithmetic.—(Report of the board of education, acting school Superintendent H. E. Sawyer for 1876-77.)

Under the system of instruction, based on a scheme of studies adopted in 1866, we become quite uniform throughout all the grades, and has, during 1876-77, tested its efficiency even more than in any previous year. The ratio of enrollment of number of school age has been also greater and the aggregate attendance never before. In the truant school, the attendance has been 94 per cent. of the whole throughout the year, many of the boys not being absent once in a month and some not for two terms. The number attending the evening school as large as in preceding years, but the application to study on the part of the boys came resulted in an improvement more than usually satisfactory. The day schools—with the exception of 3 that, for special reasons, are ungraded—upon the now customary basis of 8 grades of a year each below the high school 4 years in that school. Class promotions are made, as a rule, each year, twice a year, while individuals found, at the monthly examinations, to be deficient in the higher grade are advanced without waiting for their classes. With a view to a steady supply of home trained teachers, 22 pupil teachers have been selected for training, doing duty as instructors and furnishing substitutes for regular teachers who from any cause are absent from their posts. During each year these teachers are said to save the city more than one thousand dollars, which, without would have to be paid for substitutes brought in from without or kept in the city during exigencies.—(Report of Superintendent Ariel Parish for 1876-77.)

THE TRAINING OF TEACHERS.

STATE NORMAL SCHOOL.

The institution, still continued at New Britain and devoted to special preparation for the public schools, reported for the fall term of 1877 a total of 8 instructresses and 7 students, 36 graduates in the preceding scholastic year, and 25 of these were employed in teaching. Drawing is taught, with the aid of models, casts, apparatus,

and examples. Vocal music is also attended to, and there are means for illustration in chemistry and physics, with a library of about 1,200 volumes.—(Return for 1877.) Of the continued and increasing efficiency of the institution Secretary Northrop speaks very highly in his report for the same year.

TEACHERS' INSTITUTES.

Legal provision is made for holding these with a view to instruction in the best modes of administering, governing, and teaching public schools, and it appears from the report that twenty-three such were held, five as county institutes and eighteen for towns. At these last, the custom has been to visit in the morning the schools of the place and observe their methods in order to adapt the instruction in the meetings to local needs. Then, in the afternoon, the schools being dismissed, the teachers and friends of education hold a session of two or three hours, with another shorter one in the evening. Special prominence has been given during the year to instruction in map drawing.—(State report.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

No specific report of the high schools of the State being made through the board of education or its secretary, we are dependent, as in former years, on city school reports for almost all our information concerning them. In the high schools of Bridgeport, Hartford, and New Haven, we find well arranged 4 years' courses, both English and classical, the latter preparing for the academical departments of the best colleges, the former for the scientific departments or for ordinary business pursuits. At New Haven, Greek, which has been for some years omitted, was restored in 1876, making the school again preparatory to Yale College, as well as to the Sheffield Scientific School. The "senior department" of the schools of Middletown appears also to be substantially of high school grade, with a 4 years' course in classical as well as English studies, the former including Latin and French for 3 years, the latter substituting history for the Latin and French of the second and third years. In these 4 schools there appear to have been 1,213 pupils enrolled during 1876-'77, with an average attendance of 828, under 35 teachers.

In the town reports of Enfield and Thomaston, appended to the State report published in 1877, three high schools in the former and one in the latter are spoken of as adding much to the advantages for education; but no statistics respecting them are given. In that from Meriden, in the appendix of the report for the following year, the need of such a school is strongly dwelt upon. In most of the larger villages there are understood to be higher departments of graded schools which give high school instruction, while such institutions as the Bulkeley School, New London; the Morgan School, at Clinton, and the Norwich Free Academy appear to unite the characters of the old academy and the modern high school.

OTHER SECONDARY SCHOOLS.

For detailed statistics of private academic schools and schools for the preparation of students for college, see Tables VI and VII of the appendix, and the summaries of these in the Report of the Commissioner preceding.

BUSINESS COLLEGES.

No business college is reported for 1877 in this State, but a commercial course extending through two years is reported by the board of education of Middletown as connected with the "senior department" of the public schools there, which is substantially a high school. The course includes arithmetic, algebra, commercial forms and calculations, book-keeping, rhetoric, and natural philosophy.

SUPERIOR INSTRUCTION.

COLLEGES.

Trinity College, Hartford, Wesleyan University, Middletown, and Yale College, New Haven, report by catalogue or circular for 1877 a total of 58 instructors in academical departments, with 832 students, of whom 15 were in special courses and 51 graduates pursuing studies beyond those of the regular 4 years' course. In the Art School of Yale there were also 23 students. The libraries of the three colleges number respectively 18,000, 27,000, and 83,000 volumes, besides those of students' societies and others to which students have access. All three set a high standard for admission to the freshman class and in all the course of study is well arranged and full. In Trinity there is little option as to the studies of the regular course; but studies additional to that may be prosecuted by those who desire a degree in science as well as in arts, and students in special courses are allowed to prosecute such studies, always including Latin, as they may be found qualified to pursue, reciting with the regular classes in these studies.

and Yale there is large liberty of choice in the junior and senior years, where this liberty was not given till 1876, it is reported to have worked storically, the students being carried farther in the separate departments, and more continuity of effort and more enthusiasm.—(Catalogues and reports of 1877-78.)

COLLEGES FOR WOMEN.

For statistics of this class of institutions, see Table VIII of the appendix, and for a summary of it in the Report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *Yale Scientific School of Yale College*, having received in 1873 the national promotion of scientific education, thus became the Connecticut College for the Science and the Mechanic Arts. There is a 3 years' course, with graduate and this. The instruction is intended for graduates of colleges and other institutions for advanced or special scientific study, as well as for undergraduates. The courses lead to the degree of PH. B., C. E., or D. E. (dynamic engineer). The graduate department the courses of instruction most distinctly marked chemistry, civil engineering, dynamic or mechanical engineering, agricultural history, biology as a preparation for medical studies, studies preparatory to metallurgy, and select studies preparatory to other higher studies. The number of students in 1877 was 194.—(Catalogue of college, 1877.)

THEOLOGICAL.

Institutions for theological instruction in Connecticut are the *Theological Department of Yale College* (Congregational), the *Berkeley Divinity School*, at Middletown (Episcopal), and the *Theological Institute of Connecticut*, at Hartford (Congregational), each with a course of study covering 3 years, and all together containing students. The school at Yale requires for admission a liberal education at such other literary acquisitions as may be considered an equivalent.

The requisitions for admissions to the Berkeley school are nearly as high; students reported in 1877, some degree in letters or science had been received at the Theological Institute, at Hartford, 18 out of the 31 students had received a degree; at Yale, 86 out of 102 undergraduate theologues, and 2 out of 5 resident students.—(Returns and catalogues, 1877.)

LEGAL.

The *Department of Yale College* embraces one course of instruction for graduates for undergraduates, each covering 2 years. The methods of instruction in the graduate department are by daily lectures and recitations from text books, moot courts. In the graduate course, the degree of master of law is conferred at the close of the first year and that of doctor of civil law at the end of the second year.—(College catalogue and return of law school, 1877.)

MEDICAL.

The *Medical Institution of Yale College* reports an attendance for 1877 of 56 students, of whom 30 received a degree in letters or science. Only the more elementary branches were pursued during the first year; the more practical studies come in the second, while the third is made for a third in which those of the entire course are reviewed, with the such collateral branches and advanced courses of reading as may be added. To receive the degree of the school, students must have attended two full years of public lectures and studied medicine for three years; except in the case of students, whose diplomas are received as equivalent to certificates of medical education.—(Return and college catalogue, 1877.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The *Asylum for the Deaf and Dumb* at Hartford was founded in 1817, and had 2,141 pupils under instruction. The present number attending is 272, of whom 136 are males and 110 females. Sixty graduates of this school have become members of similar institutions. The course of study comprises the common English education, articulation. Cabinet making, shoemaking, and tailoring are the employment. During the year, instruction in articulation and lip reading has been given to 16 pupils, of whom 16 are semi-mutes and 24 are deaf-mutes. The number of school age in New England is estimated at 775, of whom perhaps 400 are deaf, leaving 375, nearly half, not receiving a regular education. These fig-

ures, it is remarked, are not creditable to New England, although it is believed that since the American Asylum first opened its doors no deaf-mute applying for admission has been turned away for lack of room.—(Reports for 1876-'77 and 1877-'78.)

Whipple's Home School for Deaf-Mutes, at Mystic River, a private school organized 1869 for the special purpose of teaching articulation and lip reading, reports for 1876 an attendance of 19 pupils, 15 of them being males. The branches taught are reading, silent and vocal, penmanship, composition, arithmetic, history, geography, facts of natural history, chemistry, astronomy, and lip reading. The boys are employed at the farm and the girls in the house. No trades are systematically taught. The institution owns 57 acres of land.—(Return, 1877.)

SCHOOL FOR IMBECILES, LAKEVILLE.

This school, established in 1858, reports an attendance during the year 1876-'77 of 60 pupils, 48 of them males and 36 females. The branches taught are hand training, object lessons, articulation, reading, spelling, arithmetic, geography, writing, drawing, sewing, fancy work, singing, dancing, gymnastics, and manual labor. All the children in the institution have made some progress during the year. Even those who are low in the scale to show very marked advancement in school education have improved in order, quiet, and tidiness.—(Return and report, 1877.)

SCHOOL FOR NURSES.

The *Connecticut Training School for Nurses*, at New Haven, opened in 1873, reports for 1877-'78 a head nurse and 11 to 14 pupil nurses in training for intelligent ministrations to the needs of the wounded and the sick.—(Return.)

CONNECTICUT INDUSTRIAL SCHOOL FOR GIRLS.

This school, situated at Middletown, is not a State institution, as its name would seem to indicate, but a private charity, incorporated and employed by the State for the guardianship and training of girls who are in danger of being led into vice or crime. Retained till they are 18 years of age, or till safe places can be found for them at an earlier day, they receive the elements of a good English education, are trained in various industries, and have the use of a good library, with pleasant shelter in the different "homes," one of which was completed and occupied by the older girls during the year 1876. At the opening of 1877 there were 109 inmates under 16 instructors, including matrons and superintendents.—(Report, 1877.)

CONNECTICUT STATE REFORM SCHOOL, WEST MERIDEN.

There were 404 boys under instruction here during 1877, of whom the greater part were almost wholly ignorant at the time of their admission, while the 256 remaining at the date of the report could all read and write, nearly all could perform the simple operations in arithmetic, 198 were studying geography, and 10 were studying history. Four hours each day are devoted to study under 6 teachers; vocal music is taught, as with instruction in morals, manners, and religion, there is also a training in such industries as gardening, chair making and seating, shoemaking, &c., for six hours in each working day. In all, 2,665 boys have enjoyed these advantages since the organization of the school.—(Report for 1877.)

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

The thirty-first annual meeting of the State Teachers' Association was held at Hartford, commencing October 25, 1877.

The first address was delivered by Prof. W. M. Barbour, of Yale College, on "The rights of the taught." The remainder of the day was occupied by music, recitation and the appointment of committees. The other papers presented were "Physiology in school," by F. A. Brackett, principal of the Bristol High School; "Concerning primary teachers," by Miss Marshall, of the New Britain High School; "Taskbooks as taskmasters," by H. C. Davis, of New Haven; "Curiosities of our school laws," by C. Libby, of Middletown; "The teacher, his work and rewards," by J. K. Buckley of Mystic Bridge; "Confidence between boys and teachers," by F. W. Gunn, of Wallington, Ct.; "Teachers' reading," by Mr. Spaulding, of Rockville; "The claims of writing in our public schools," by Superintendent Harrington, of Bridgeport, and "History in all grades," by Mr. Drake, principal of the South School, New Haven. Addresses were made by Secretary Northrop, Rev. Mr. Noble, of New Haven, and Governor Hubbard; also briefer remarks by Mr. Burleigh, of Plainfield, J. Costa, of Andover, and others, in which each made various suggestions based upon his experience in teaching. A number of gentlemen also took part in the discussion of most of the papers read. The programme was varied by music, readings, and the exercises of a military company composed of the boys of the Asylum Avenue School.—(*New-England Journal of Education*, November 1, 1877.)

CHIEF STATE SCHOOL OFFICERS.

STATE BOARD OF EDUCATION.

Name.	Post-office.	Expiration of term.
His Excellency Richard D. Hubbard, governor, ex officio	Hartford	1879
His Honor Francis B. Loomis, lieutenant governor, ex officio	New London	1879
Elisha Carpenter	Hartford	1879
William H. Potter	Mystic River	1880
Osigen S. Seymour	Litchfield	1881
Francis A. Walker	New Haven	1882
Hon. Birdsey Grant Northrop, secretary of the board	New Haven .....	.....

DELAWARE.

STATISTICAL SUMMARY.

	1876.	1877.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (5-21)		31,849		
Colored youth of school age		3,800		
Whites enrolled in public schools		22,398		
Colored enrolled in public schools		1,663		
Whole enrolment	21,587	24,061	2,474	
Average number in each school	58			
SCHOOLS.				
Number of public schools	370			
Average duration in days		146		
School-houses	268			
Schools visited	276			
Number of these with blackboards	250			
Number with maps and charts	26			
Number with globes	13			
TEACHERS.				
Teachers in public schools	430	501	71	
Number holding certificates	462			
Average monthly pay out of Wilmington ..	\$30 75	\$30 75		
INCOME AND EXPENDITURE.				
Whole income for free schools	\$216,225	\$216,225		
Whole expenditure for free schools	216,225	218,025		
SCHOOL PROPERTY.				
Estimated value of all school property ..		\$450,957		

^a This includes the salary of the State superintendent, \$1,800.

(From returns of Hon. James H. Groves, State superintendent of free schools, for the two years indicated.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

For supervision of the free instruction given in the State, there is a *State superintendent of free schools*, appointed by the governor for a term of one year.

A *State board of education*, composed of the president of the State college, the State secretary, and State auditor, with the State superintendent, hears appeals from the superintendent's decisions and from those of lower officers, determines the text books to be used in the free schools, and issues blanks for records and returns.

LOCAL.

School committees of districts, composed of 3 persons, one chosen by the school voters of the district every year for a term of 3 years, have charge of all school matters in their respective districts in the rural portions of the State. For the city of Wilmington there is a board of education elected under a special law. — (School laws of 1868 and 1875.)

ELEMENTARY INSTRUCTION.

PUBLIC SCHOOLS FOR THE COLORED CHILDREN.

ware Association for the Education of Colored People, which, by act of ad in 1877, has special care of the interests of schools for this race, reports year ending June 30, 1877, these schools have made creditable progress. sible, able and competent teachers were placed in charge, and personal f schools by the actuary showed them to be, as a rule, well managed. The enses of each school are about twenty-four dollars a month, of which eight s are furnished by the association from the proceeds of the taxes levied on people, the remainder coming from voluntary subscriptions, mainly paid ad people themselves. The number of schools thus sustained in 1877 was rest enrolment in them in any one month, 1,663; the income for them, expenditure, \$1,866.—(Report of actuary, 1877.)

FREE SCHOOLS FOR WHITES.

of the State superintendent is presented at the biennial sessions of the which occur in the years of even numbers. None was published therefore pt a brief summary of statistics. The items of this, given above, afford f comparison with those of the preceding year, but they show an enrol- e and colored pupils in the free schools increased by 2,474, with an increase ss. As the system of examining teachers and licensing only those found been going forward meanwhile, this increase in the number of teachers uch more than it would have counted before 1875.

CITY SCHOOL SYSTEM.

WILMINGTON.

A board of education, composed of two persons chosen from each of the 10 which the city is divided, one-half apparently changed each year, with a endent as executive officer.

-Estimated population, 40,000; youth of school age (6-21), 9,178; enrolled 7 schools, 6,687; average number belonging, 4,582; average daily attend- per cent. of attendance on average belonging, 90.8; number of teachers, itures (\$15.61 per pupil enrolled), \$104,384.

particulars.—The city owns 18 school buildings, with a capacity for seating and with furniture, apparatus, and books valued at \$18,445; total value property, \$265,339. There are 16 primary schools, in which both sexes are her; 2 grammar schools and 1 high school for girls, and the same number oys; with a Friday evening special school to instruct teachers in their repare them for their examinations. Considerable extra time on other s given to this school during 1876-'77. From November 21, 1876, to Febru- , a night school was maintained for such as could not attend the day enrolment in it reaching 116 and the average attendance 72. In addi- other instruction, lectures on chemistry, electricity, natural philosophy, its compounds, were delivered in this school, with illustrative experi- h appear to have been both interesting and instructive.—(Report of ent David W. Harlan for 1876-'77.)

TRAINING OF TEACHERS.

NORMAL CLASSES.

the College at Newark there appear to have been, in 1877, 13 normal students : work in the public schools, though no special normal course is indicated.— 1877.)

of Wilmington—besides the Friday evening normal class before men- h deals with already accepted teachers, and prepares them for examina- higher work—there was in 1876-'77 a training school for the preparation sons for teaching. The standard of qualifications for admission requires ither to complete the high school course (for women) or pass an examina- admitted they are made familiar with methods of teaching, discipline, and , by teaching under the supervision of a principal 4 weeks in each of 3 sions of the public schools, being required to prepare each day's lessons and to observe and follow out the methods of instruction and discipline o them. Fifteen young ladies were enrolled in this school during the m 8 received appointments as regular teachers before the expiration of the ch they entered, 6 completed the term of 12 weeks, and 1 remained on the id of the year.—(Report of Wilmington schools for 1876-'77.)

TEACHERS' INSTITUTES.

For five years past the teachers of the Wilmington public schools have been called together once a month to hear lectures on educational subjects, deriving much benefit therefrom. During 1876-77 a variation was made in this order by calling together occasionally only the teachers of particular grades. These grade meetings have proved so useful, by admitting a closer discussion of methods of teaching and governing, and a freer criticism of observed defects, that Superintendent Harlan advises a change of rule providing for holding only a two days' institute after the Christmas holidays for meetings of the superintendent with teachers of one grade at a time as often as once a month.—(Report.)

The State superintendent by law holds in each county annually a three days' institute for the teachers of the county, who are required to attend.—(School law of 187

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

In the Wilmington High School for Boys, Latin, including the *Æneid*, is studied in connection with a good English course. In the one for girls in the same city a course has been reported as "nearly the same," modern languages being apparently substituted for the Latin. In the former there were 63 enrolled during 1876-77, 16 withdrawn, leaving 47 at the close of the year, of whom 9 were graduated. In the latter the total enrolment was 41; the withdrawals, 5; the number remaining at the close, 36; the graduates, 8.—(Report for 1876-77.)

PRIVATE SECONDARY SCHOOLS.

For detailed statistics of this class of schools, see Table VI in the appendix, and summary of this in the Commissioner's Report preceding.

SUPERIOR INSTRUCTION.

DELAWARE COLLEGE.

There was here, in 1877, as previously, the usual classical collegiate course of 4 years as well as a literary course of 3, the latter designed especially for young women, open to others who may prefer it. This omits the higher mathematics and substitutes one of the modern languages for Greek. A selection of studies is also allowed to students as may not care to take a full course in any department. Normal students receive training for instruction in the public schools. Statistics for 1876-77: Instructors, 5; classical students, 7; literary, 19; normal, 13; independent, 4.—(Catalog 1877.)

WESLEYAN FEMALE COLLEGE, WILMINGTON.

This institution for the superior instruction of young women includes in its studies music, painting, drawing, Latin, French, and German, and has apparatus for illustration of chemistry and physics. There is no library belonging to the college, but the report of three societies of students aggregate about one thousand volumes. There is no report of instructors or students for 1877.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The scientific department of Delaware College supplies the place of a distinct cultural and mechanical college for the State. Its course is of 3 years, embracing English literature, mathematics, engineering, the physical sciences, and agriculture with Latin, French, or German. The farm of the professor of agriculture, near by, is used as a field of practice and experiment. For the accommodation of young men who can only leave their homes during the winter, and who do not wish to pursue a full course of collegiate study, a special course in agriculture has been arranged to extend through the months of November, December, January, and February. To any person of good character over 16 years of age may be admitted without preliminary examination, on a simple pledge to conform to the college rules of order and study. The instructors in this department are the same as in the college; scientific students, 19.—(Catalogue for 1877 and circular for 1877-78.)

PROFESSIONAL.

As stated in reports of previous years, there appear to be no professional schools within the State, those of the neighboring city of Philadelphia being sufficient for present needs.

SPECIAL INSTRUCTION.

TRAINING OF THE BLIND, MUTE, AND FEEBLE-MINDED.

about institutions of her own for training these unfortunates, Delaware avails
 If of the facilities afforded in this direction by her neighbor Pennsylvania, and
 under instruction there in 1877 at least 7 deaf-mutes, 5 blind, and 4 feeble-minded
 men.—(Reports of Pennsylvania institutions for these classes.)

CHIEF STATE SCHOOL OFFICERS.

Hon. JAMES H. GROVES, *State superintendent of free schools, Smyrna.*

STATE BOARD OF EDUCATION.

Members.	Term expires.	Post-office.
J. Funnell, LL. D., president of State college, chairman .....	.....	Newark.
Grubb, secretary of state	January, 1879 ...	Wilmington.
J. H. Groves, State superintendent of free schools .....	.....	Smyrna.
Att. M. D., State auditor, secretary	January, 1879 ...	Milford.

FLORIDA.

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

A *State superintendent of public instruction* has "the oversight, charge, and management of all matters pertaining to the public schools, school buildings, grounds, furniture, libraries, text books, and apparatus."

A *State board of education*, composed of the State superintendent, secretary of state and attorney general, has charge of the school lands and school funds of the State, the preparation for a future State university, and of questions and appeals referred it by the superintendent, with coöperative power in the organization of the department of instruction for the diffusion of knowledge throughout the State.

LOCAL.

County boards of instruction, of which the county superintendents of schools are secretaries and agents, have charge, for their respective counties, of all matters relating to the establishment, visitation, and general management of public schools within their field of action, the visitation being by the county superintendent once in each term at least, and the examination of teachers mainly by him.

District trustees, appointed by these county boards, have like charge and responsibility within their narrower spheres; they are to visit the schools once a month and to make quarterly reports of them to the county superintendent.

The terms of office, in all cases not to exceed four years, are during good behavior. (School law of 1872.)

ELEMENTARY INSTRUCTION.

NO STATE REPORT.

Partly from a change of the legislative sessions from annual to biennial and partly from an almost complete change of the school officers of the State in 1877, no report of the public schools for 1877 has been published. The State superintendent does not seem able to furnish even an outline of statistics until the school system shall have been put into some fair working order. For any full information, therefore, we shall probably have to await the biennial report for 1878 and 1879.—(Letter from Superintendent Haisley.)

SCHOOLS.

According to the State law of 1872, still in force, the elementary schools are to be primary, intermediate, and grammar grades; and the studies in them are to be spelling, reading, writing, arithmetic, geography, and history. In the country districts, however, as shown by past State reports, grading has been generally impracticable and appears to have been only carried out in a few of the larger towns. The grading of these has been greatly aided by the requirement of the agent of the Peabody fund that places receiving help from the fund should grade their schools (providing a teacher for every 50 pupils) and make them model schools with sessions of about ten months. The towns helped in 1876-77 were Jacksonville, Tallahassee, St. Augustine, Key West, Monticello, Ocala, and Pensacola. In these, of course, the schools were graded, and the condition above mentioned, and the amounts allowed them indicate a total of more than 1,800 pupils, with an average attendance of over 1,500, taught by some 37 teachers.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Of these Mr. Hicks wrote in 1876: "The high schools of the State are the Douglass (colored) and Sears (white) High Schools at Key West; the Duval (white) and Stanton (colored) High Schools at Jacksonville; the Peabody (white) High School at St. Augustine; the Madison High School at Madison; the Lincoln Academy (colored) at Tallahassee; the Midway, near Miccosukee, in Leon County; the Quincy Academy at Quincy; the Jefferson High School at Monticello; the Franklin High School at Apalachicola, and the Pensacola High School, Pensacola. These are all high schools in the sense that their curriculum of studies embraces Greek, Latin, chemistry, natural philosophy, astronomy, physiology, botany, and all the higher branches of arithmetic. The East and West Florida seminaries, situated at Gainesville and Tallahassee, are included among these, and rank as distinct institutions." How many of these survived in 1877 does not appear from any official authority, though efforts have been made

ascertain. A private correspondent says that most of the old academics in the list, once managed by boards of 5 to 9 trustees, went down at the conclusion of the war. Subsequently, however, they were revived and run as free schools, though not always with success. Under an arrangement with the agent of the Peabody fund in 1867, the Jefferson Academy at Monticello, which had survived the war, became also a free school, and continued such till the close of 1877, when it reverted to the pay school system. "The high school at Jacksonville" (which one is not specified) is reported by the same correspondent to have been in fine order up to the same period, and the Pensacola Academy to have enrolled 241 scholars, with an average attendance of 209.

OTHER SECONDARY SCHOOLS.

For statistics of all schools of this class in the State, including those of the East and West Florida seminaries, which have a special academic character, while aiding somewhat the public school system, see Table VI of the appendix, and the summary of it in the Report of the Commissioner preceding.

SUPERIOR AND SCIENTIFIC INSTRUCTION.

STATE UNIVERSITY AND COLLEGE.

The constitution of 1868 declares that "the legislature shall provide a * * * university." The school law adopted under this constitution is entitled "An act to establish a uniform system of common schools and a university." In section 11 of that law the State board of education is required "to use the available income and appropriations to the university or seminary fund in establishing one or more departments of the university at such place or places as may offer the best inducements, commencing with a department of teaching and a preparatory department." The financial condition of the State has not thus far been propitious for such enterprises, and even these incipient departments of the future university are yet to be established.

The State Agricultural College, meant also to be a department of the university, being in danger of losing through lapse of time the land grant made for it by Congress, was located in 1876 at Eau Gallie, in the southern portion of the State, and some buildings were erected for its use. Of its organization and operations since that time no report has reached this Bureau.

SPECIAL INSTRUCTION.

NO SCHOOLS.

As far as known, there are in this State no schools for the instruction of the deaf and dumb, of the blind, of the feeble-minded, or of those who need to be at once educated and reformed.

CHIEF STATE SCHOOL OFFICERS.

Hon. W. P. Haisley, *State superintendent of public instruction, Tallahassee.*

STATE BOARD OF EDUCATION.

[Terms, January 1, 1877, to January 1, 1881.]

Members	Post-office.
Prof. W. P. Haisley, A. M., State superintendent of public instruction, president	Tallahassee.
Hon. W. D. Bloxham, secretary of state	Tallahassee.
Hon. George P. Raney, attorney general	Tallahassee.
H. N. Folkel, secretary	Tallahassee.

GEORGIA.

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

The new constitution of 1877 retains as the chief executive officer of the school system a *State school commissioner*, appointed by the governor and confirmed by the senate for a term of two years, with the duty of administering the school laws, superintending public school business, apportioning the State school moneys, and making biennial reports.

As the next legislative assembly, under this constitution, does not meet till November, 1878, the *State board of education* called for by the existing school law must hold at least till that time. This board, consisting of the governor, secretary of state, attorney general, and comptroller general, with the State school commissioner, is custodian of State school lands and funds, serves as an advisory body to the commissioner, and may decide appeals from his decisions.

LOCAL.

*County boards of education*¹ are elected in each county every fourth year by the grand jury, and have charge of the formation of school districts, the establishment and support of schools, the purchase of grounds, erection of school-houses, prescription of text books, licensing of teachers, supervision of schools, and determination of local controversies on school matters, subject to appeal to the State commissioner.

County school commissioners, chosen by the county boards, serve as executive officers of the boards for examination of teachers, visitation of schools, taking quadrennial census of school children, and making to the State commissioner such reports as he may require.—(School law of August 23, 1872, and constitution of 1877.)

No local officers below these are provided for in the school law, though the existence of such seems in one place to be implied.

ELEMENTARY INSTRUCTION.

LEGAL PROVISIONS.

The existing school law requires the county boards to lay off their counties into subdistricts, in each of which they must establish one or more primary schools; while, in those subdistricts where the public wants demand ampler educational facilities, they are given power to establish graded schools from the primary to the high school. They are also authorized to organize evening schools for the instruction of such youth, over 12 years of age, as are prevented by their daily occupations from attending day schools, and may institute one or more manual labor schools in each county on a self sustaining plan. These last permissions, however, seem to remain substantially dead letters on the statute book, the only evening schools attempted having proved too costly for continuous support and the self sustaining plan for manual labor schools not having been devised. The minimum school year is three months, except in sparsely settled neighborhoods, where only a few scholars can be brought together. In such cases schools with not less than 15 pupils may continue for two months only, and be held from point to point in the same region, so that one teacher may serve two or more such schools in the same year, and scholars within reach of these different schools have the benefit of a double or treble school term if desired. Admission to all the public schools during the legal school term must be gratuitous to scholars residing in the subdistricts in which the schools are situated, provided that white and colored children may not attend the same school. Confederate soldiers under 30 years of age are also entitled to school privileges. The studies in the primary schools are spelling, reading, writing, English grammar, geography, and arithmetic. Beyond that they are not prescribed by law, but under the rules of good school boards include, up to the high school, the elements of the natural sciences, vocal music, drawing, composition, history, and elocution, in addition to more advanced instruction in the preceding studies.—(School law of August 23, 1872, and reports of school boards.)

GENERAL CONDITION.

The new constitution of 1877 having changed the sessions of the legislature from annual to biennial, the report of the State school commissioner, which has hitherto been

¹ These boards consist of 5 members, and are chosen for terms of 4 years, part being changed every second year. There are, however, as to the number in the boards, exceptional cases where city and county systems are united.

made annually to that body, will not be due till the first session of the biennial assembly in November, 1878. We are, therefore, without statistical report of the condition and progress of the public schools for 1877, except in the cities and one or two of the counties connected with them. But, in a letter to the Eclectic Teacher, dated December 22, 1877, Mr. Orr says:

"You may state in general terms that the public school system of Georgia is steadily gaining ground, and may now be considered as firmly established in the State. The new constitution incorporates in its provisions the same essential requirements on this subject as those contained in the constitution of 1868. This is a great step for us, as one of the greatest difficulties in the way of success was for a long time the prejudice arising from the manner of the adoption of the common school system. This feeling arose from the fact that the instrument above mentioned was made by a body which did not represent the people of Georgia, and many of whose acts were very odious to them. This sentiment, however, can no longer exist, as the convention of 1877 was composed of men of our own selection, and their work has been overwhelmingly ratified by the people at the polls. Thus a barrier to progress, already melting away, is now entirely gone.

"This year I have continued the canvass prosecuted by me during 1876 [for exciting stronger interest in education], have visited many counties, and delivered many addresses. I have been aided in this work by a number of influential men in different parts of the State, a great portion of them being lawyers. I believe much has been accomplished in this way.

"Our school returns every year have shown an increase of attendance over the year preceding. All the reports are not yet in for 1877, but I have no reason to believe that this year will prove an exception to the rule."

KINDERGARTEN.

A Kindergarten established at Atlanta in 1876 reports, for 1877, 1 instructor and 7 pupils 3 to 7 years old. Children are kept in school two and a half to three hours daily for 5 days of the week in a school year of 36 weeks. The conductor reports the usual apparatus for block building, sewing, weaving, pricking patterns, drawing, paper folding, paper cutting, and clay modelling, with the usual results of improving both the physical and mental powers of the scholars.

CITY SCHOOL SYSTEMS.

OFFICERS.

In Atlanta there is a board of education of 12 members, one-third changed every 2 years, with the mayor as member ex officio; in Columbus, a board of trustees of 11 members, with provision for a periodical change by choice of the city council. In the other cities there appears to be a combination of the city with the county system, each having its representatives in the school board. In all the cities here included there are superintendents of schools, whose jurisdiction extends in some cases over the counties also.—(City and county reports.)

STATISTICS.

City.	Population.	Children of school age.	Enrolment.	Average attendance.	Number of teachers.	Expenditure.
Atlanta.....	a32,000	b10,362	3,280	2,409	53	\$35,662
Augusta.....	c23,768	4,912	2,202	1,273	34	d13,597
Columbus.....	e8,648	b2,435	1,213	.....	20	11,133
Macon.....	.....	.....	1,227	742	22	.....
Savannahf.....	g28,235	b6,919	4,081	2,629	76	42,181

a Census of 1875. b Enumeration of 1874. c Census of 1877. d Exclusive of high schools.
e City census of 1873. f The statistics of Savannah necessarily include those of the country schools connected with the city system. The proportion of pupils in these, however, is very small, a little over one-fourth.
g Census of 1870.

ADDITIONAL PARTICULARS.

Atlanta.—The year of 1876-77 was one of trial to the schools. For the first time in their history the appropriation from the city was insufficient to carry them through the school year. Consequently for 3 months it was necessary to charge tuition fees. This diminished the enrolment, but made the attendance in proportion to enrolment fuller and more punctual.

The Saturday meetings of teachers for discussion of methods of instruction and school management were enlivened by several interesting lectures, were kept up throughout the year, were well attended, and have helped to make the teachers much more efficient in their work. The result has been that a considerable extension of the course of

study has been made practicable, increased skill in teaching enabling each instructor to accomplish more than formerly.

On each subject studied in the schools there is a written examination of the pupils every month. The effects of this are said to be increasingly manifest in the neatness and accuracy of the scholars' written work.

The schools are designated as grammar and high schools, the course in the former occupying 8 years, that in the latter 4. There are 2 high schools, one for boys and one for girls. Enrolment of boys, 75; of girls, 139; total, 214.—(Report of Superintendent B. Mallon for 1876-77.)

In *Augusta* the classification of schools is into primary, intermediate, grammar, and high. The course in the primary and high schools covers, in each case, 3 years; in the others, 2. Of the 30 teachers employed in the city schools 10 were colored, the propriety of having teachers of their own race for the colored children being recognized, and the University of Atlanta furnishing them in some fair degree. Normal classes for teachers here, as at Atlanta, have aided much in the improvement of the schools. The city high schools, one for boys and one for girls, have enrolled 186 pupils.—(Report of County Commissioner William H. Fleming for 1877.)

Columbus owns 6 school buildings, with 885 sittings; a library of about two thousand miscellaneous books; a fine cabinet of shells, minerals, and ores; a good philosophical and chemical apparatus, and two pianos—all bought, except the buildings, with the proceeds of annual concerts given by the schools. Uniformity of text books is secured by the city owning and furnishing the books and charging each white scholar able to pay \$3, \$6, or \$12 for the use of them each year, according as he may be in the primary, grammar, or high school. This charge, remitted to the colored pupils and to about one hundred of the whites, covers not merely the text books, however, but also copy books, blank books, drawing books, paper, pens, ink, and other stationery. The amount called for is believed to be less than pupils would have to pay for such things if purchased by themselves, while it prevents all trouble about obtaining what is needed for daily use in school. In the high school there is also a charge of \$12 a year on each scholar for the advanced teaching there afforded, making this school pay its own expenses. Its course, nominally 3 years, seems to be practically 2.—(Report of Superintendent George M. Dews for 1876-77.)

Macon reports 22 school rooms capable of seating 878 pupils. The school term of 1876-77 lasted 7 months. The percentage of white children enrolled was 47; that of colored children, 26; but there was a falling off in attendance during the last two months from the necessity of making a charge for that time, on account of an insufficient appropriation.—(Report of Superintendent B. M. Zettler for 1876-77.)

Savannah, because of an epidemic, had to begin her school term two months later than usual, but the teachers endeavored to make up this loss of time by increased exertions, and were readily seconded by the pupils. The promotions for real progress were consequently as numerous as in former years. A reorganization of the schools was effected in January, 1877, by which the two classes of each sex in every grade below the high school were brought together and taught as a single class. The new arrangement is reported to have worked well, resulting in a healthy emulation between the sexes and in a consequently higher order of recitations. The teachers testify that their labors have been sensibly diminished, while the progress of the pupils in general has increased. After a trial of six months the superintendent reports it as his conviction that the efficiency of the schools has been decidedly promoted by the change. Under the present organization there are in the city, below the high schools, 5 white and 2 colored district schools, divided into 7 or in some instances 8 grades, including the primary, intermediate, and grammar classes, which heretofore gave names to separate schools.—(Report of Superintendent W. H. Baker for 1876-77.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS AND NORMAL CLASSES.

The provision urged by State School Commissioner Orr in his reports for 1875 and 1876, for the establishment of three State normal schools, was not made by the legislature in 1877. The State, as such, has therefore no means of providing trained teachers for the schools, except as they may be prepared at Atlanta University, to which she grants an annual appropriation. In fact, a considerable number of the best teachers for colored schools do come from this institution, which has higher and lower normal departments for the special preparation of teachers for their work. Something is done in the same way by the Lewis High School, Macon (Congregational); the Haven Normal School, Waynesboro, and Clark University, Atlanta (both Methodist); St. Augustine School, Savannah (Protestant Episcopal); and the Augusta Institute, Augusta (Baptist). In all these institutions there were, at the last accounts, 203 distinctively normal students and 205 more who could probably be counted on as teachers if their services should be required.

In the several cities, whose reports have been referred to, there were weekly or

monthly normal classes, intended primarily for the improvement of the teachers already in employment, but open also to others who might desire to prepare for teaching. Through these classes, in which educational questions were discussed and essays on school management and other topics presented, the teachers were no doubt largely benefited.—(Reports and returns to Bureau of Education.)

For full statistics of normal schools reporting, see Table III of the appendix, and the summary of this in the Commissioner's Report preceding.

TEACHERS' INSTITUTES.

For these means of improving teachers by instruction in methods of teaching and discipline, there is thus far no explicit provision in the school law.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The tables which usually accompany the report of the State school commissioner not being available for 1877, the only information as to this class of schools which comes to us is that contained in the reports from cities and three counties in which city and county systems are united. The aggregate of students in these schools is not entirely clear.

OTHER SECONDARY SCHOOLS.

For full statistics of reporting business colleges, private academic schools, preparatory schools and departments, see Tables IV, VI, VII, and IX of the appendix, with the summaries of these in the Report of the Commissioner preceding.

Of the private academic schools it may here be said that, while about one-fourth of those reporting themselves taught drawing and rather more than one-half music, the means for the illustration of chemistry and physics appear to have been very limited.

SUPERIOR INSTRUCTION.

COLLEGES.

Six colleges and universities in this State send reports for 1877, through special returns and catalogues, namely: *The University of Georgia*, Athens; *Atlanta University*, Atlanta; *Mercer University*, Macon; *Gainesville College*, Gainesville; *Pio Nono College*, Macon, and *Emory College*, Oxford. All these colleges appear to be exclusively for young men except Atlanta University, which is open also to women, and the college at Gainesville, which makes a special point of coeducation. The departments and courses of instruction in all from which information on that point has been received remain substantially the same as reported in 1876. For statistics of these colleges, see Table IX of the appendix, and summary in the Commissioner's Report preceding.

The *University of Georgia* reports in its academic department 11 separate schools. Every student who is qualified and over 17 years of age, or who has completed the prescribed course of the freshman and sophomore years, has the privilege of election among the several schools, but his class in each school is determined by the professor. The course in each class is prescribed; likewise the course for each degree. The university comprises 5 departments: the academic; the State College of Agriculture; the law department; the North Georgia Agricultural College, at Dahlonega; and the medical department; this last being the Medical College of Georgia, at Augusta. The three first mentioned are situated at Athens.—(Returns and catalogues, 1877.)

The absence of return from *Borodon College* induces the apprehension that the temporary suspension, mentioned in the report for 1876, may have continued for a longer period than was expected.

SUPERIOR INSTRUCTION OF YOUNG WOMEN.

For full statistics of the schools of this class, see Table VIII of the appendix, and the summary of it in the Report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

[Statistics of institutions under this head may be found in Tables X, XI, XII, and XIII of the appendix, and in the summaries of these in the Commissioner's Report preceding.]

SCIENTIFIC.

The *State Agricultural College*, Athens, presents 3 regular courses of study, each covering 4 years, namely: agriculture, engineering, and applied chemistry. Students may elect a partial course or may, in addition to the studies prescribed, attend any of the schools of the university for which they are prepared, provided that this does not interfere with the daily schedule of recitations and lectures. There were 61 students attending in 1877. *State scholarships* are granted to as many students, residents of the

State, as there are members of the State house of representatives, the number present being 250. There are also 20 other free scholarships.—(Catalogue of university, 1877.)

The *North Georgia Agricultural College*, at Dahlonega, receives a portion of the ann income derived from the national land grant. The course of study aims to prep students for home and farm life, for the higher classes in the University of Georg and for the profession of teaching. Tuition is free.—(Catalogue, 1877.)

THEOLOGICAL.

The *Department of Theology at Mercer University* is still one of the 3 departments announced in the catalogue, but there is no information to show what is the course pursued. There were 15 "ministerial students" in 1877.—(Catalogue of Mercer University, 1877.)

The *Augusta Institute* (Baptist), established in 1869 for the benefit of the freedmen by the American Baptist Home Missionary Society, reports for 1877 an attendance 85 students. This school is for the preparation of both preachers and teachers. The extent of the course of study is not fixed, but depends on circumstances, and the examination for admission is very slight.—(Return and circular, 1877.)

LEGAL.

The *Law Department of the University of Georgia* provides a course of instruction covering one continuous year, without vacation. It embraces common and statute law, constitutional law, equity, medical jurisprudence, parliamentary law, rhetoric, metaphysics as applied to the legal profession, and commercial jurisprudence. Instruction is given by text books, daily recitations, examinations, and expositions, with oral lectures.—(Catalogue of university, 1877.)

The *Law School of Mercer University* had a class of 4 in 1877 studying international and constitutional law, common and statute law, equity jurisprudence, pleading, and practice. A diploma of graduation from this school entitles the holder to practise all the courts in the State.—(Catalogue of Mercer University, 1877.)

MEDICAL.

The *Medical College of Georgia*, Augusta, a department of the State university, reports an attendance for 1877 of 46 students, besides 40 who only took the course in chemistry. Among the facilities for instruction enumerated are a library of about five thousand volumes, an extensive chemical laboratory, good anatomical facilities, and a fine cabinet of materia medica, besides two hospitals and the city dispensary for clinical practice and illustration. To obtain a degree, students must have attended two full courses of lectures, in addition to the usual private readings.—(Catalogue of State university, 1877.)

From the *Savannah Medical College* there is neither return nor catalogue for 1877.

SPECIAL INSTRUCTION.

GEORGIA ACADEMY FOR THE BLIND, MACON.

This institution reports for 1876-77 an attendance of 63 pupils, who were instructed in the common English branches; also, vocal and instrumental music, besides the employments of broom making, mattress making, cane seating, sewing, and fancy work. The library numbers 1,000 volumes.—(Return and report of the academy, 1877.)

GEORGIA INSTITUTION FOR THE EDUCATION OF THE DEAF AND DUMB, CAVE SPRING.

No report from this school has been received since the appearance of the one in 1876, when a principal and three assistant teachers, with a steward, matron, master printing office, and master of shoeshop, were reported, having under their care 11 pupils. A neighboring property for a branch institution for instruction of colored deaf mutes had then been purchased, and appropriations for the improvement of this property and for the support of a class of colored mutes were asked. It is intended that this shall be conducted as an entirely separate establishment, but on the same place as the other and under the control of the same trustees.

EDUCATIONAL CONVENTIONS.

TEACHERS' ASSOCIATION.

The eleventh annual meeting of the Georgia Teachers' Association convened in Tallahassee City, August 7, 1877, remaining in session three days.

Among the addresses and papers presented were the following: "The work of educators," by T. E. Atkinson, principal of the high school, Senoia; "Influence of school life upon eyesight," by Dr. A. W. Calhoun, of Atlanta; "Analysis of the English sentence," by Mr. W. B. Bonnell, principal of the Walker Street School, Atlanta; "T

utility of mathematics and the best method of teaching it," by Hon. G. J. Orr, State school commissioner; "The right of the State to educate," by Hon. H. A. M. Henderson, of Kentucky; "The geology of Georgia," by Dr. George Little, State geologist; "Practical education," by Professor O. D. Smith, of the State Agricultural College, Auburn; "The teacher the practical metaphysician and philosopher," by Rev. H. T. Morton; "How to supply teachers for our country schools; a plea for normal training," by W. P. Price, president of the board of trustees of North Georgia Agricultural College; "The relation between high schools and colleges," by C. M. Neel, principal of Kirkwood High School; "The State and education," by Hon. Joseph B. Cumming, of Augusta; "What can we do to improve education in our smaller towns?" by Col. A. P. Mooty, superintendent of public schools, West Point; and "Methods in geometry," by Hon. Samuel Barnett, of Washington, Ga. The association also listened to remarks from the venerable Dr. Means, the oldest teacher and one of the most eloquent men in Georgia; from J. H. Carlyle, D. D., president of Wofford College, S. C.; and from Hon. Hugh S. Thompson, superintendent of public education in South Carolina, who were present as visitors. All the important topics presented were freely and sometimes largely discussed.—(Published proceedings.)

CHIEF STATE SCHOOL OFFICERS.

Hon. GUSTAVUS J. ORR, *State school commissioner, Atlanta.*

STATE BOARD OF EDUCATION.

[Term of office expires January, 1881.]

Members.	Post-office.
His Excellency Alfred Colquitt, president.....	Atlanta.
Hon. N. C. Barnett, secretary of state	Atlanta.
Hon. W. L. Goldsmith, comptroller general.....	Atlanta.
Hon. N. J. Hammond, attorney general	Atlanta.
Hon. Gustavus J. Orr, State school commissioner.....	Atlanta.

ILLINOIS
STATISTICAL SUMMARY.

	1875-'76.	1876-'77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6-21)	973, 589	992, 354	18, 765	.....
Enrolled in public schools	667, 446	694, 489	27, 043	.....
Average daily attendance .....	.....	420, 031	.....	.....
Enrolled in private schools	49, 375	59, 375	10, 000	.....
SCHOOLS.				
Public school-houses	11, 693	12, 083	390	.....
Average term of school in days	150. 48	.....	.....	.....
Public graded schools	822	.....	.....	.....
Public high schools	110	.....	.....	.....
Private schools	527	.....	.....	.....
TEACHERS AND THEIR PAY.				
Male teachers in public schools	9, 295	9, 162	.....	133
Female teachers in public schools	12, 826	12, 836	10	.....
Whole number	22, 121	21, 998	.....	123
Average monthly pay of males	\$47 96	\$46 17	.....	\$1 79
Average monthly pay of females	33 30	32 23	.....	1 07
Teachers in private schools	1, 276	.....	.....	.....
INCOME AND EXPENDITURE.				
Whole income for public schools	\$8, 448, 467	\$9, 640, 340	\$1, 191, 873	.....
Whole expenditure for public schools	8, 168, 539	7, 388, 596	.....	\$779, 943
PROPORTION OF EXPENDITURE.				
Per capita of school population .....	.....	\$7 45	.....	.....
Per capita of enrolment .....	.....	10 63	.....	.....
STATE SCHOOL FUND.				
Amount of permanent school fund	\$5, 752, 565	.....	.....	.....
SCHOOL PROPERTY.				
Estimated value of sites, buildings, furniture, &c.	\$18, 058, 386	\$17, 783, 929	.....	\$274, 457

(From printed report and written return of Hon. S. M. Etter, State superintendent of public instruction, for 1875-'76, and written return for 1876-'77, for which year there is yet no printed report.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

For the State at large, the one officer charged with the care of all public school interests is a *State superintendent of public instruction*, chosen every fourth year by the people.

LOCAL.

For counties there are county superintendents of schools, also chosen every fourth year by the people, to apportion the school funds, inspect the schools, examine and license

teachers, manage teachers' institutes, and make annual or biennial report to the State superintendent, as he may direct.

For townships there are *three trustees* chosen by the people for terms of three years each, one being changed each year. These care for the township school lands, and, with the aid of a treasurer appointed by them, for funds arising from these or other sources for the schools. They settle the boundaries of school districts, apportion to them the annual school fund, and make to the county superintendent biennial reports concerning the schools of their township.

For school districts, there are, in ordinary cases, *three directors* chosen by the voters in each district for terms of three years, one being liable to change each year. These levy taxes for all school purposes within their districts; make annual report to the district meeting of their receipts and expenditures for such purposes, as also of the illiterates within the district between the ages of twelve and twenty-one, with a statement of the causes of the illiteracy. They appoint teachers for the district schools, fix their salaries, determine the branches of study to be taught and the text books and apparatus to be used, and are bound to keep open in their district enough free schools for all the children of school age who need instruction. The clerk of each district board of directors reports annually to the township treasurer the statistics of the schools thus held.

For districts with two thousand inhabitants there are elected, instead of three directors, *boards of education* of 6 members, with 3 additional for every additional 10,000 inhabitants. In cities with a population of 100,000 the board of education for each has full charge and control of the public schools, the concurrence of the city council, however, being required for certain acts involving special pecuniary obligations. Women are eligible to all school offices equally with men.—(School law, edition of 1874.)

ELEMENTARY INSTRUCTION.

GENERAL CONDITION.

The reports in this State are only published biennially, and none is due for the year 1876-77. The return for that year, kindly furnished by the State superintendent, shows the following facts: (1) That there was an increase over the preceding year of 18,765 in the school population, with a much more than corresponding increase in the enrolment in public and private schools, it advancing 27,043 in the former and 10,000 in the latter; (2) that to meet this increase of children of school age there was ample provision on the part of the authorities in 390 additional public school-houses; (3) that, probably from the stringency of the times, there has been a decrease of 123 in the number of teachers employed in the public schools, with a diminution also of \$1.79 in the average monthly pay of men and \$1.07 in that of women; (4) that while the receipts for school purposes have been augmented by \$1,191,873 the expenditures have been reduced by \$779,943, leaving, of course, a considerable remainder to be applied to an increase of the permanent fund or to meeting the exigencies of another year.

A diminution in the estimated value of school sites, buildings, furniture, &c., amounting to \$274,457, goes for nothing, as it is greatly less than the proportion of shrinkage in the value of any other class of property of like amount, the whole valuation having been \$18,058,386 in the preceding year.

The return throughout indicates active energy and wise economy in administration, as well as a wonderfully prosperous condition of the schools for such a time of trial.

KINDERGÄRTEN.

Four schools of this class, all in Chicago, and two of them under German influences, report for 1877 a total of 111 children, 3 to 9 years of age, under the instruction of 8 teachers for three or four hours daily 5 days in each week during a school year of 40 weeks. All the Kindergarten apparatus is said to be possessed, and the customary occupations were pursued, with the results of quickened intelligence and clearer sense of order, form, and beauty.

CITY SCHOOL SYSTEMS.

OFFICERS.

Except where special acts have made other arrangements, cities remain parts of the school townships in which they are situated, and come under the general law, which requires in school districts of not less than 2,000 inhabitants a board of education of 6 members, with 3 more for each additional 10,000 inhabitants. Boards are chosen for terms of 3 years each, and one-third changed by annual election. Chicago has a board of 15 members chosen under the same conditions; Jacksonville, one composed of the mayor and a member from each ward, chosen by the council; Peoria, one composed of the mayor and two from each ward, elected by the people; Springfield, one of 9 members, chosen by the council; in each case with provisions for partial annual change.

In almost all cases, if not in all, city superintendents serve as the agents of the boards. —
(General and special laws.)

STATISTICS.

Cities.	Population.	Children of school age.	Enrolment.	Average attendance.	Teachers.	Expenditures.
Alton	10,500	3,164	1,496	.....	21	\$15,078
Belleville	12,000	4,467	1,964	1,612	40	35,043
Bloomington	25,000	7,292	3,486	2,294	64	65,539
Chicago	a405,291	a110,184	b53,529	c37,139	751	684,534
Decatur	10,000	3,094	1,869	1,321	29	29,910
Galesburg	14,000	4,127	2,231	1,525	34	20,813
Jacksonville	12,000	3,682	1,844	1,253	34	48,809
Joliet	14,000	3,557	2,606	1,500	36	20,650
Peoria	32,000	8,881	4,173	2,783	67	76,795
Quincy	32,000	8,511	3,554	2,235	55	54,323
Rockford	14,000	4,901	2,100	1,910	50	43,623
Rock Island	11,100	3,567	1,955	1,400	36	25,433
Springfield .....	.....	.....	2,559	2,058	43	35,697

a Census of September, 1876. b Besides 18,664 in private and parochial schools and 3,029 in evening schools. c Besides 1,000 in evening schools.

ADDITIONAL PARTICULARS.

Alton reports only by written return through Superintendent E. A. Haight, giving the figures embodied in the table, with the additions that her school buildings numbered 5; that the estimated value of these, with their sites, apparatus, furniture, &c., was \$75,500; and that, besides the 1,496 enrolled in her public schools, there were about 600 in private and parochial schools.

Belleville.—There has been here a steady increase in all respects except in the number of teachers, an average of 52 pupils being taught in 1876-77 by one teacher. The percentage of average daily attendance on the number enrolled shows a fair regularity of attendance, while punctuality in such attendance has considerably increased. The discontinuance of a school for colored children, and the consequent admission of these into the regular classes, is reported to have been attended with the happiest results to the colored pupils thus admitted, improved behavior, better appearance, and much greater attention to study having been developed. There have been special teachers of German employed, but it appears that hereafter that language is to be taught by the regular class teachers, and is to have one hour a day given to it.—(Report for 1876-77.)

Bloomington.—The written return of Superintendent Sarah E. Raymond shows, besides the statistics in the table, 11 school buildings, giving 2,670 sittings for study, and valued, with their grounds, furniture, and apparatus, at \$230,471.

Chicago.—In addition to the 53,529 pupils attending public schools, 18,664 were enrolled in private schools, and 20,767 youth of legal school age, it is estimated, were at regular employment, making 92,960 profitably engaged for at least a part of the year. Making allowance for those unable to attend school by reason of home necessities or sickness, it is estimated that there still remains upon the streets of the city an army of over six thousand idle children without a day's schooling in the year. To this number may be added from two thousand to three thousand more whose attendance upon school is so brief as to be almost valueless. Many of these youth now growing up in ignorance and indolence, the superintendent thinks, would be in school if they could find a place for regular and full instruction within a reasonable distance of their homes. The number of sittings for study in buildings owned by the board is, however, only 37,489; in buildings rented, 4,191; total, 41,680. At least 10,000 additional seats are needed. This lack is partially met by half-day divisions and by crowding. About 6,000 pupils go to school but half a day and not less than 5,000 go to school in rented buildings, most of which are entirely unfit for school purposes and in which there is often most inconvenient crowding.

Attendance upon the grammar department is slightly less than in the previous year, but this loss is made up by the largely increased attendance upon the high schools, mainly due to the establishment of the division high schools, with a shorter course, principally English in its character. The demand for classical study is apparent in the recent introduction of Latin into these schools. The number of pupils attending the Central High School was 646, while at the Division High Schools there was an enrollment of 902.

Instruction in German is now limited to the grammar and high schools. There were 2,093 pupils studying it, of whom 1,096 were of German parentage, 535 of American, and 462 of other nationalities.

The normal school has been temporarily closed, because it was graduating more teachers than could be employed in the city.

An ungraded school room was opened in each of 4 grammar school buildings for the benefit of those pupils who, for various reasons, need special individual instruction and supervision. The result was good. Some pupils were prepared to go on with their classes after a few weeks of individual instruction in subjects upon which they were deficient, and they were thus saved the necessity of falling back in their course. The number of pupils attending the deaf-mute schools sustained by the board of education was not as large as it should have been owing to the distance of the schools from the homes of many of the children. Remarkable progress, considering the difficulties to be overcome, was made in reading, writing, arithmetic, and composition; and a number took up the study of geography.—(Report for 1876-77.)

Decatur.—Average per cent. of attendance, 94; per cent. of tardiness, 47; cost of instruction for each pupil, based on average daily attendance, \$18.67; average attendance in high school, 165; teachers in high school, 5; average attendance to each teacher in high school, 33; in ward schools, 48. Sittings for study, 1,728, in buildings valued, with their sites, furniture, and apparatus, at \$35,000; enrolment in private and parochial schools, 200.—(Report and return for 1876-77.)

Falesburg.—A written return from Superintendent M. Andrews states that drawing taught by the regular teachers, and gives \$112,815 as the valuation of all school property, without specifying the number of buildings. There were, however, 33 school rooms, with sittings for 2,100 pupils.

Jacksonville.—The number of school buildings here is 8, giving sittings for 1,600 pupils; valuation, with their grounds, furniture, &c., \$159,900. In private and parochial schools there were about 1,000 pupils. The enrolment in the public schools was larger in 1876-77 than during any previous year. The percentage of attendance on enrolment, however, slightly decreased. Fifty-two pupils were neither absent nor tardy. There was an enrolment of 123 in the high school and 14 graduates in 1877, one of whom was colored, the first of that race who has completed the public school course in this city; here, it is remarked, the problems of sex and color have been quietly solved without any of the trouble that has been experienced in some other cities. For the first grade of the schools the Kindergarten system has been adopted as far as practicable.—(Report for 1876-77 and return for the same year.)

From **Joliet** there is only a return by Superintendent Joseph F. Perry, indicating, besides the tabular statistics already given, the possession of 8 public school buildings, with 1,692 sittings and a valuation of \$65,650; while, in addition to these, appear 7 private and parochial schools, with 604 pupils.

Keosauqua.—The public schools here are housed in 9 buildings, valued, with their sites, at \$157,300, and are graded as primary, grammar, and high, each covering a period of 4 years. There was an attendance of 1,557 pupils upon private schools, which, with the public school enrolment, gives a total of 5,730. The average daily attendance of pupils in the high school was 163; graduates, 21 in 1877. This school has a well selected library of 1,200 volumes. Good progress was made in drawing during the year, partly stimulated by prizes offered at the agricultural fair for the best specimens; but the necessity for economy in expenditure prevented the employment of special teachers either in this study or in music, and caused the services of a superintendent of schools to be dispensed with.—(Report for 1877.)

Quincy. through Superintendent T. W. Macfall, makes return of 9 public school buildings, with 2,950 sittings for study and a valuation of \$217,000 for all school property. In private and parochial schools there was an estimated enrolment of 1,800 pupils additional to the 3,554 in public schools. A special teacher of German was employed in the public schools.

Rockford. through the principal of her West High School, reports 10 public school buildings, valued at \$120,000, and an enrolment of 475 pupils in private and church schools, making, with those in public schools, a total of 2,575 under instruction.

Rock Island. through a return from Superintendent J. F. Everett, gives 6 as the number of school buildings, with 1,100 sittings for the primary pupils, 780 for those in the grammar schools, and 120 for those in the high school. The valuation of all public school property was \$112,600. In private schools there were 450 pupils, making, with the 1,955 in public schools, 2,405 receiving some form of schooling.

Springfield makes full printed report of her schools through Superintendent Andrew F. Brooks, showing that good order was maintained during the year, with few complaints of undue severity in discipline; that careful attention was given to the slate work of the primary departments, one day in each month being spent in looking over the drawing and penmanship; that at the close of the summer term there was a thorough written examination of the higher grades, carried on through three days; and that no pupil was promoted from these grades to the high school who did not receive at least an average of 70 per cent. credit marks, most going much above this. Reading in the Hænetic Primer and First Reader is begun here the first year, in connection with the elements of drawing, music, and botany, besides writing, arithmetic, grammar, and geography; and these studies are carried steadily on, in regularly ascending progression, through the 8 grades below the high school. This school had an average registration of 173 pupils in its 4 classes, an average attendance of 152, and graduated 28 in 1877.—(Report for 1876-77.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

The *Illinois State Normal University*, at Normal, includes a normal and a model department, the latter with primary, grammar, and high school grades. The former, 1876-77, numbered 436; the latter, 229. Tuition in the normal department is free. (Catalogue, 1876-77.)

Southern Illinois Normal University, at Carbondale, has two departments, a normal with a course of study occupying 4 years, and a preparatory normal of 3 years. The number of students in normal studies in 1876-77 was 308; in other studies, 148. (Return and catalogue, 1876-77.)

The *Dover Normal School*, at Dover, was organized in 1876, with 70 students in attendance. The course of instruction covers 3 years. There is a preparatory course of one year for those who need it. Total attendance during the year, 112.—(Catalogue and return, 1876-77.)

Cook County Normal School, at Englewood, has 3 departments, the normal, the preparatory, and the training or model school. Tuition is free to residents of Cook County. The studies of the normal department cover 3 years. The number of students in 1876-77 was 245.—(Return for that year.)

The *Northwestern German-English Normal School*, Galena, under the auspices of the Methodist Episcopal Church, reports 4 resident instructors and 69 normal students for 1877, with 31 other students; course, 3 years; graduates in 1877, 7, of whom 4 engaged in teaching.—(Return.)

Another school, styling itself normal and scientific, makes a report, but shows no normal students.

NORMAL DEPARTMENTS.

In addition to the foregoing, facilities for preparing to teach are afforded, to a greater or less extent, either in regular courses or in special classes connected with Abingdon, Eureka, Ewing, Illinois Agricultural, Monmouth, and Westfield Colleges, and in the Wesleyan and Rock River Universities.

TEACHERS' INSTITUTES.

In the absence of a State report, it is impossible to tell, with certainty, what number of these means of improving teachers were held during the year or how many availed themselves of them. At least one in each county may be supposed, besides many held by other than county superintendents. State Superintendent Etter wrote in June 1877, that he was already engaged to be present at 51. One, with the character of a summer vacation school, was held at Jacksonville, for instruction in elocution, and had at least sufficient attendance to encourage the holding of it in another year. At Springfield, one for the teachers in the city schools has been held as often as once a month.

EDUCATIONAL JOURNALS.

The *Educational Weekly*, published at Chicago, continued during 1877 to do excellent service, not only by printing the freshest news respecting schools in Illinois and the surrounding States, but also by lively discussion of a great variety of important educational questions and by publishing many most useful articles on the improvement of methods of instruction.

The *Practical Teacher*, a monthly much resembling this, aided greatly in the same good work by kindred publications.

Barnes' *Educational Monthly*, published simultaneously in Chicago and New York continued its work in the same direction during 1877.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

From lack of a State report for 1877, the number of these schools for the year cannot be given. For 1875 there were 133 reported; for 1876, a number less by 23. In neither of these years was there a report of the attendance, save in the case of 4 town schools.

In the high schools of Chicago there were 1,548 pupils in 1876-77, 646 in the full course of the Central School and 902 in the shorter course of the Division Schools. Those of Decatur, Jacksonville, Peoria, Rock Island, and Springfield 762 more were reported. In returns from other cities the existence of high schools is indicated, but no clear statistics of them are given.

OTHER SECONDARY SCHOOLS.

For the statistics of business colleges, private secondary schools, preparatory schools and preparatory departments of colleges and universities, see Tables IV, VI, VII, and IX in the appendix, and the summaries of these in the Report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES.

Of the 23 colleges and universities in the State reporting, all but 5 are open to both sexes and report over 300 young women in regular collegiate classes, besides a number in special or partial courses. For statistics, see Tables VIII and IX of the appendix, and summaries of these in the Commissioner's Report preceding.

The *Illinois Industrial University*, at Urbana, which is at once the State university and agricultural and mechanical college, claims to be a true university in the best American sense, though differing designedly in the character of some of its colleges from the older institutions of this country. It is divided into four colleges, namely: Agriculture, engineering, natural science, and literature and science. These colleges are subdivided into schools, each one of which is understood to embrace the course of instruction needful for some one profession or vocation. The various schools, now numbering 14, are arranged as reported last year, with the exception that a school of art and design has been placed among the additional schools and the school of domestic science has been constituted one of the regular schools in the college of natural science. In the college of literature and science, embracing the schools of English and modern languages and of ancient languages and literature, the plan of instruction embraces, besides the ordinary text book study, lectures and practical exercises, including original researches, essays, criticism, proof reading, and other work intended to illustrate the studies pursued and to exercise the student's powers. Of the 126 students in the college of literature and science, 41 were women. Tuition is free in all departments of the university.—(Catalogue, 1876-77.)

The *Illinois Wesleyan University*, at Bloomington, embraces collegiate, law, music, and preparatory departments. The first includes classical and scientific courses, each covering 4 years. Provision is also made for graduate and non-resident courses. Women are admitted to all departments, both as students and instructors.—(Catalogue, 1876-77.)

Carthage College, Carthage, from its catalogue for 1877, appears to have but two courses in its collegiate department, the classical and scientific. No mention this year is made of the philosophical department reported in 1876. Women are admitted to either course and receive the corresponding degree, but with them the Greek and calculus are optional.

Northwestern University, at Evanston, reports 6 departments besides the Garrett Biblical Institute, which, though situated upon the same grounds as the university and closely linked with it, is under a distinct corporate government. The departments are (1) college of literature and science, (2) woman's college of literature and art, (3) conservatory of music, (4) college of medicine, (5) college of law, and (6) preparatory school. The college of literature and science now presents 4 courses of study, each requiring 4 years' work, namely: the classical, the Latin and scientific, modern literature and art, and the scientific. All the university courses are open to women.—(Catalogue, 1877.)

Illinois College, at Jacksonville, has added another year to its scientific course, making it equal to the classical in length. Whipple Academy is under the management of the college, and constitutes its preparatory department.—(Catalogue, 1877.)

The collegiate department of *Westfield College*, at Westfield, has discontinued its ladies' course, considering it unnecessary, since young women are admitted to all the privileges of the institution in the shape of classes and degrees.—(Catalogue, 1877.)

In the remaining colleges the departments and courses of instruction, as far as the information of the Bureau extends, are substantially as reported in 1876.

Information from Rock River University is to the effect that this institution was closed in 1877, to remain thus for a year, when it was expected to reopen.

No reports for 1877 have been received from Abingdon College, Hedding College, St. Viator's College, or Illinois Agricultural College, the last being (as stated in the report for 1876), by reason of its amended charter, a literary and not an agricultural institution.

COLLEGES FOR WOMEN.

Besides the colleges open to young women in common with young men, 8 especially devoted to the superior instruction of women report statistics for the first session of 1877-78, for which see Table VIII of the appendix, and a summary of this in the Commissioner's Report preceding. All these institutions are chartered, all teach music, drawing, painting, French, and German, save one which omits the French, while another adds Latin to the two other tongues. Six have apparatus for illustration of chemistry and physics, 4 have cabinets of natural history, 1 has an art gallery, and 3 have gymnasiums. Seven report libraries ranging from 400 to 3,000 volumes.—(Returns.)

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

For full statistics, see Tables X-XIII of the appendix, and summaries of these in the Report of the Commissioner preceding.]

SCIENTIFIC.

The *Illinois Industrial University*, Urbana, furnishes scientific and industrial training in its colleges of natural science, agriculture, and engineering; also, in the additional schools of military science, commerce, and art and design. Vocal and instrumental music, telegraphy, and photography are taught, but not as parts of the regular courses. It has been the aim to give to the college of agriculture the largest development practicable. The instruction unites theory and practice as far as possible. Technical studies are taught in connection with or following instruction in the sciences to which they are especially related, the chief means of instruction being lectures, with careful readings of standard agricultural books and periodicals and frequent oral and written discussions by the students of the principles presented. These are also illustrated by demonstrations and observations in the fields and stables. The college has a stock farm of 410 acres, provided with a large stock barn; also, an experimental farm of 80 acres.

Scientific departments or courses exist, too, in Abingdon College, Blackburn University, Carthage College, University of Chicago, Northwestern University, and Northwestern College, Ewing, Illinois, McKendree, Monmouth, and Westfield Colleges and Lake Forest and Lombard Universities. In Westfield College a department of natural science receives especial attention, a full analysis of various specimens in zoology illustrative of one branch, one class, several orders, &c., being required from each student, at first with the aid of books of reference, afterward, as far as possible, without other aid than the specimens. These analyses are handed to the teacher for criticism, like other written exercises.—(Catalogues and letter from the instructor at Westfield.)

THEOLOGICAL.

Instruction in theology is given by 5 independent theological schools, also in classes or departments connected with several colleges of the State. The schools referred to are *Chicago Theological Seminary* (Congregational), *Presbyterian Theological Seminary of the Northwest*, at Chicago, *Garrett Biblical Institute*, at Evanston (Methodist Episcopal), *Baptist Union Theological Seminary*, near Chicago, and *Augustana Theological Seminary*, at Rock Island (Evangelical Lutheran). These have courses of study covering 3 years, with the exception of the last, which has one of 2 years. In the three first mentioned a total of 73 students out of 172 had received degrees in letters or science.—(Returns for 1877.)

Theological departments, with courses covering 3, 2, and 3 years, respectively, are reported by *Blackburn University*, Carlinville; *Northwestern College*, Naperville, a. l. *Lincoln University*, Lincoln. The department at Blackburn University, from its catalogue of 1877, appears to have no theological students.

In addition to the above, a limited course of instruction in theology is given in *Wesleyan University*, at Bloomington; in *St. Joseph's Ecclesiastical College*, Teutopolis; in *McKendree College*, Lebanon, and in *Eureka College*, Eureka.—(Catalogues, 1877.)

LEGAL.

The law schools from which reports have been received for 1877 are the *Union College of Law* of the Chicago and Northwestern Universities and the law departments of *Illinois Wesleyan University* and of *McKendree College*. These all provide a 2 years' course of instruction. Eight of the 15 young men studying law at McKendree College had received degrees in letters or science.—(Returns and catalogues.)

MEDICAL.

The two regular medical colleges in Chicago reporting, namely, the *Rush Medical College*, a department of Chicago University, and *Chicago Medical College*, a department of the Northwestern University, had respectively an attendance in 1877 of 392 and 111 students, respectively. Of the total number attending both colleges, 103 students had received degrees in letters or science. The course covers 3 years and attendance up to two full courses of lectures is required for graduation. A spring course additional to the regular one has recently been introduced at Rush College, consisting of lectures and recitations at the college and clinical instruction at the hospital and dispensary. *Bennett Medical College*, at Chicago (eclectic), offers a course of equal length with the foregoing.—(Catalogue for 1877.)

The *Chicago Homoeopathic College* and the *Hahnemann Medical College*, Chicago, reported for the winter course of 1877-'78 a total of 282 students, of whom 39 had received degrees in letters or science. The course in the former is 2 years of 26 weeks each; in the latter, 2 to 3 years of 22 weeks each, with a spring term of 10 weeks.—(Returns.)

Chicago College of Pharmacy reports an attendance of 61 students, taught by sore and instructors. Its course of study covers 2 years. A knowledge of botany is essential to obtain a diploma.—(Return, 1877.)

SPECIAL INSTRUCTION.

THE BLIND.

Illinois Institution for the Education of the Blind, at Jacksonville, reports for the of 1877-78, instructors, 9; other employes, 23; pupils, 121. Besides the common studies and music, the children are taught broom and brush making, chair sewing, embroidery, and bead work. Volumes in library, 770; increase in the r, 60.

THE DEAF AND DUMB.

Illinois Institution for the Education of the Deaf and Dumb, also at Jacksonville, to its printed report for 1876-77, had, besides its superintendent, 15 teachers crary department, 3 in the department of articulation, 2 in that of art, with m in the industrial and 11 other employes. There were 484 pupils on the rolls, attendance of 459 during the year. Industrial occupations, such as farm and work, shoemaking, cabinet making, and printing, enter into the course of ; in connection with the usual school studies, with training in articulation and struction in art. A new building for the industrial occupations pursued was es of erection, to be completed by the winter of 1877-78. The library numbers lumes, having added 500 during the year.

Chicago Day School for Deaf-Mutes, under the control of the city board of educa- d in it, at the date of the annual return, 2 male and 2 female pupils under 3 ors in reading, writing, spelling, grammar, arithmetic, geography, and draw-

THE FEEBLE-MINDED.

Illinois Asylum for Feeble-Minded Children, at Lincoln, had in it for the fall and arm of 1877-78 a total of 50 instructors and other employes, with 182 children aining in reading, writing, arithmetic, geography, and such industrial pursuits to develop a capacity for useful occupation.—(Return.)

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

wenty-fourth annual meeting of the State Teachers' Association was held at eld, December 26-28, 1877.

an address of welcome by Governor Cullom, President Lewis delivered the discourse, in which he sketched briefly the history of the association and its ; during the past year, and spoke of the benefits of associated work in the pro-

se second day, Superintendent Brooks, of Springfield, and J. H. Blodgett, of d, discussed the question, "Should our high schools give instruction in the d of political economy?" The next topic for discussion was, "What can be develop in our students a higher taste in English literature?" This was dis- by Professors J. H. Ely, of Mount Carroll, and H. L. Boltwood, of Princeton. ily, of Lake Forest University, presented a paper on "Manners and morals blic schools." Papers on "Public high schools" were offered by Dr. New- tman, of Knox College, and Dr. J. M. Gregory, of the Industrial Uni-

The question, "What can be done to make our pupils speak better English?" cussed by Prof. O. E. Haven, of Evanston, and J. T. Ray, of Oregon. In the ; a lecture was delivered by Dr. McCosh, of Princeton College, on the theme r schools necessary to elementary instruction."

discussion of the following day was opened by Dr. Allyn upon the subject, "How r county superintendency be made more effective?" He was followed in a few marks by Hon. S. M. Etter, superintendent of public instruction. A paper was r C. I. Parker on the question, "Do we have too many examinations?" He lowed by P. Walker, of Rochelle, and E. A. Gastman, of Decatur. Mrs. Abby ickardson then offered a paper on the subject, "How can we awaken a interest in the study of English literature?" Professor Peabody, of Chicago, lecture upon "Sap," showing the manner of growth of vegetable and tree life; of A. A. Kendrick, of Shurtleff College, presented an essay on "The relation a public schools and public morals," and J. L. Pickard, of Chicago, one upon education of women." The paper by Mr. S. H. White, on competitive exami- , was ordered to be deposited with Superintendent Etter for preservation and use.

ing the resolutions adopted was one appointing a committee of 5 to take into

consideration the subject of reform in spelling and report at the next meeting of advisability and practicability of substituting for the present orthography a phonetic system of representation; one, also, appointing a committee to gather facts relative to the matter of truancy, and report them at the next meeting; and one independent, "with emphasis and without equivocation, the coeducational system of schools, primary, secondary, and university, now in successful operation in this State, belie that the triune interests, physical, mental, and moral, of both sexes are far better served by this plan than by the system of separate instruction."—(*Educator Weekly*.)

OBITUARY RECORD.

PROFESSOR SAMUEL ADAMS, M. D.

Dr. Adams, distinguished in his ripened years for long and faithful service as an educator, was born at Gilead, Maine, December 19, 1803, and grew up amid the labor and privations of a pioneer settlement on the Upper Androscoggin. His school days those early years were few, but he appears to have made the most of the few advantages, and at 18 became teacher of a district school in his native town. During his own studies while instructing others, he prepared himself for an academic course, and during two successive years spent some months at Gorham Academy. He entered Bowdoin College in 1827, and was graduated in 1831 with the highest honors. He contributed to his own support in college by teaching a winter school year except the last. It was a great felicity of his collegiate life that Longfellow, then professor of modern languages at Bowdoin. Under the inspiration of a teacher he acquired a taste for linguistic culture which stood him in good stead in later years. The first year after his graduation he taught in a high school at Bucksport, Maine; the next, commenced the study of medicine. While still engaged in medical study, he was appointed tutor of modern languages in the college and served as such for two years, during the absence in Europe of Professor Goodwin, who had succeeded Longfellow. The taking of his medical degree was thus deferred till the spring of 1833.

On graduating, he began the practice of medicine at Brunswick, pursuing scientific and linguistic studies still, and acquired such reputation as a scientist and scholar in 1838, probably on the recommendation of the Bowdoin faculty, he was chosen professor of chemistry, mineralogy, and geology in Illinois College, Jacksonville, which had been chartered but three years before, though founded in 1829. He accepted the position, entered on it in October of the year of his election, and, with changes in the title and duties of the chair, continued in it till his death, a period more than 38 years. His labors as a teacher were, however, by no means confined to his own department. The resources of the college were not large, and he and his associates often had to perform much miscellaneous work, for which his broad culture eminently fitted him. He gave instruction, therefore, in the French and German languages many years, and during his life as professor taught at intervals nearly every branch connected with the college course.

In addition to his labors as a teacher, he made no inconsiderable contribution to the more solid periodical literature of his time—first in a series of six articles in the *Biblical Repository*, from 1838 to 1848, originally designed to form the foundation of a book on "The natural history of man in his spiritual relations," which he never had the leisure to complete; next in a review of Darwin's *Origin of Species*, published in two successive numbers of the *Congregational Review* in 1871; and finally in views of Comte's *Positive Philosophy* and of Herbert Spencer's *Proposed Reconciliation between Religion and Science*, the former in the *New-Englander* of January, April, 1873, and the latter in the same for January, 1875. For all these reviews prepared with most painstaking care, and the value of them is said to have been tensively acknowledged.

His friends found great satisfaction in believing that to all his accomplishments Dr. Adams added a firm Christian faith, and that it gave him support in the hour of trial as it had in the labors and cares of his useful life.

Dr. Adams died of typhoid pneumonia, April 23, 1877, extensively beloved and generally respected.—(From a memorial notice by Ex-President J. M. Sturtevant, LL.D.)

CHIEF STATE SCHOOL OFFICER.

Hon. S. M. ETTER, *State superintendent of public instruction, Springfield.*

INDIANA.
STATISTICAL SUMMARY.

	1875-'76.	1876-'77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6-21)	679, 230	694, 706	15, 476	.....
Enrolled in public schools	516, 270	498, 726	.....	17, 544
Average daily attendance	314, 168	298, 324	.....	15, 844
Colored children enumerated	10, 261	.....	.....	.....
Colored children enrolled	6, 963	.....	.....	.....
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts	9, 310	.....	.....	.....
Number in which schools were taught	9, 259	.....	.....	.....
Number of colored schools taught	115	.....	.....	.....
Average term of schools in days	129	128	.....	1
Public graded schools	398	.....	.....	.....
Public ungraded schools	9, 004	.....	.....	.....
Public school-houses	9, 434	.....	.....	.....
Valuation of school property	\$11, 548, 993	\$11, 376, 730	.....	\$172, 263
TEACHERS AND THEIR PAY.				
White teachers in public schools	13, 317	.....	.....	.....
Colored teachers	94	.....	.....	.....
Men teaching	7, 852	8, 109	257	.....
Women teaching	5, 559	5, 465	.....	94
Whole number	13, 411	13, 574	163	.....
Average monthly pay of men	\$63 20	\$61 27	.....	\$1 93
Average monthly pay of women	41 40	39 20	.....	2 20
INCOME AND EXPENDITURE.				
Whole income for public schools	\$5, 083, 327	\$4, 873, 131	.....	\$210, 196
Whole expenditure for public schools	4, 921, 085	4, 673, 766	.....	247, 319
PER CAPITA EXPENDITURE—				
Of school population	\$6 29	\$5 90	.....	\$0 39
Of enrolment	8 23	8 23	.....	.....
Of average attendance	13 56	13 76	\$0 20	.....
SCHOOL FUND.				
Available school fund	\$8, 870, 872	\$8, 842, 291	.....	\$28, 581

(From printed report and written return of Hon. James S. Smart, State superintendent of public instruction, for 1875-'76, and written return from the same for 1876-'77.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

A *State superintendent of public instruction*, elected every second year by the people, is charged with the administration of the system of public schools, with the superintendence of the business relating to them, and with the supervision of the funds and revenues appropriated to their support. He is ex officio trustee of the State Normal School and president of the State board of education.

This *State board of education* consists of the superintendent, governor, and presidents of the State University, Normal School, and Purdue University, with the school superintendents of the three largest cities of the State. It meets quarterly, is an advisory council to the superintendent, issues instructions and questions to county superintendents for examinations of teachers applying for a license, grants licenses valid throughout the State to teachers who have passed its own examinations, and appoints the trustees of the State University and the official visitors of the Normal School.

LOCAL.

A county superintendent of schools is appointed biennially in each county by the boards of township trustees, meeting at the office of the county auditor on the first Monday in June.¹ He has general superintendence of the schools of his county, examines and licenses teachers for them, directs the apportionment of school funds to the townships, visits them for inspection at least once in each year, and as often must attend and preside at each township institute, making annual report to the State superintendent of all statistics relating to the county schools.

A civil trustee, elected every two years by the people in each township, acts also as a school trustee for his township, to engage teachers, apportion school money, care for the schools, and hold monthly institutes, and he and the three trustees of each incorporated town and city in the county form a county board of education for the adoption of text books, &c.

A school director in every school district is chosen by the people at each annual district meeting.

ELEMENTARY INSTRUCTION.

GENERAL CONDITION.

The State superintendent in Indiana makes full report to the legislature of all things connected with the school system only once in two years. In the intermediate years only a brief written report to the governor is called for. The statistics of this last, embodied in the return kindly furnished by Mr. Smart for 1877, afford our only information for that year. These show an increase in the number of youth of school age amounting to 15,476, with an increase of 163 in the number of teachers in the public schools; but, possibly from lack of full reports from minor officers, the enrolment in public schools appears to have diminished by 17,544 and the average attendance by 15,844, the receipts for schools diminishing also by \$210,196 and the expenditures on them by \$247,319. An estimated diminution of \$172,263 in the value of school property does not count for much, as it is not more than proportionate to the shrinkage in all values, and probably the same may be said of a falling off of \$28,581 in the available school fund.

KINDERGARTEN.

Only one Kindergarten is reported for 1877, that one apparently connected with the public school system of Indianapolis, and held in the high school building of that city. It had 30 children, 3 to 6 years of age, under the instruction of the principal and 4 adult pupils, the younger children being kept in school 3 hours daily, the advanced class an hour and a half longer, for 5 days in each week of the school year of 40 weeks. The younger ones are trained in the use of Fröbel's gifts and the exercise of his occupations, with plays, marches, music, and gymnastics; the older ones study natural history and read.

CITY SCHOOL SYSTEMS.

OFFICERS.

The boards of school trustees for cities with less than 30,000 inhabitants, under a general law, are ordinarily composed of 3 persons appointed by the common council for terms of 3 years, 1 retiring each year. Indianapolis, under a special act, has a board of 11 school commissioners, elected by the people for terms of 3 years.—(Schools of Indiana, 1876.)

STATISTICS.

Cities.	Estimated population	Children of school age.	Enrolment.	Average attendance.	Teachers.	Expenditure.
Fort Wayne	28,400	10,582	3,558	2,653	84	\$71,543
Indianapolis	100,000	22,506	212,050	68,335	183	215,196
Jeffersonville	10,000	2,723	1,309	.....	28	19,196
Lafayette	22,000	6,059	2,705	1,608	47	38,730
LaPorte	7,000	.....	1,190	877	26	37,783
Lagansport	15,000	3,788	1,824	1,191	31	41,158
Richmond	14,000	4,236	2,094	1,874	45	34,203
South Bend	15,000	23,265	1,601	1,082	26	17,700
Terre Haute	21,000	7,101	3,892	2,707	80	66,240

^a This is exclusive of 33 normal pupils and 872 in evening schools.

^b Exclusive of 576 in average attendance on evening schools.

^c In a return from Superintendent Kummer the number of school age is put at 1,138.

^d This is besides 17 in average attendance in an evening school.

¹ This is the direction of the school law, both in its edition of 1873 and that of 1877; but the State superintendent, in the volume on The Schools of Indiana, published 1876, says that county superintendents are appointed by the county commissioners at their June meeting every second year. The commissioners have the right to dismiss a superintendent for immorality, incompetency, or neglect of duty.

ADDITIONAL PARTICULARS.

Fort Wayne.—Respecting this city, the only official information is from a written return of Superintendent John S. Irwin, no printed report having been issued for some years. From this return we find that there were in 1877 special teachers of drawing, music, penmanship, and reading employed in the public schools, and that there were in private schools 23 teachers, with 2,300 pupils, making the whole number of teachers in the city 110 and the whole enrolment in schools 5,858. High school pupils, 189; graduates in 1877, according to the Indiana School Journal, 17, chiefly in the Latin and scientific courses.

At Huntington a method of teaching reading by a combination of the word method, the alphabet method, the phonic method, and the sentence method is reported to have proved highly successful, partly through use of selections from *The Nursery*, *The Wide Awake*, and other juvenile publications, with some aid from the daily newspapers. Dull pupils were aroused and all interested by having fresh and lively articles for reading, instead of stale repetitions from long used school readers.

Indianapolis.—Here, according to a return from Superintendent George P. Brown, there were special teachers of music, drawing, and penmanship in the public schools with salaries which indicate a determination to have in these branches instruction worth something. The private school enrolment is put at 1,340 (an estimate which seems very low for a city with such a population), while, in addition to the 12,060 in the ordinary public schools, there were 33 in a city normal school and 872 in city evening schools, making a total of 14,305 in private and public schools. The high school, according to the Indiana School Journal of June, 1877, numbered 572 pupils, and graduated 46 in the summer of that year, of whom 18 were from the 2 years' course, 28 from the full course. The principal of the school writes, in the *Educational Weekly* of September 13, 1877, that, from somewhat intimate knowledge of the circumstances, he believes not half the number of pupils educated in it would obtain more than the mere elements of education were the high school not within their reach, while, of its beneficial influence on even many who do not graduate and on the other schools, he speaks in decided terms.

Jeffersonville.—Two teachers of German are employed here in the public schools, these being the only special teachers indicated. The enrolment in private and parochial schools is put at 300. Public school buildings, 5; valuation of school property, \$60,000. Graduation of schools, primary, grammar, and high.—(Return to Bureau of Education.)

At LaPorte improvement in composition writing has been effected by first designating each week those who are to write, then questioning each scholar thus designated, till some subject with which he is familiar and on which he has opinions is obtained. This point reached, the teacher aids in getting the subject outlined and has the scholar hand in a sketch of the outline proposed. This is revised and the composition written, which is first subjected to careful criticism and returned to be rewritten. Not until after this do readings take place, when a new criticism before the school occurs, including the reading as well as the style.

Lafayette.—The graded course of instruction in this city covers a period of 13 years. The high school, the course of which is included in the foregoing, had in 1876-77 an enrolment of 94 pupils, taught by 4 instructors. Special teachers of drawing and penmanship were employed in the schools. The per cent. of daily attendance, based on the average number belonging, was 91; cost of instruction, \$20.91; public school buildings, 11; sittings in these, 1,900; sittings in private and parochial schools, 700; enrolment in such schools, 1,000 for the year.—(Printed report and return.)

Logansport.—The figures given in the table are from a return by Superintendent John K. Walts, no official report having been published for 1877. The schools are classed as primary, grammar, and high, the last having an enrolment of 113. Sittings for study, 976 in the primary grades, 394 in the grammar, and 110 in the high. Valuation of school property, \$180,000.

Richmond.—No other information comes from this place than that given in the table from a return by Superintendent John Cooper, except that the public schools had 1,975 sittings, with property valued at \$81,000, that a special teacher of music was employed, and that in private and parochial schools there were 565 pupils.

South Bend.—There are 7 public school buildings belonging to the system in this city, including 1 high, 5 grammar, 12 intermediate, and 6 primary schools, with 1,700 sittings. Enrolment in the high school, 122. Graduates of this school are admitted to the freshman class of the State university without examination. Teachers' meetings were held weekly throughout the year. Private and parochial schools, 4; enrolment in these, 250.—(Printed report and return.)

Terre Haute.—The number of desks and sittings here in 1876-77, including those in the German and recitation rooms, was 4,124; number exclusive of these, 3,687. Value of all school property, \$215,471. There were 597 pupils studying German during the year. Enrolment in the high school, 199; graduates, 16. A Saturday drawing class

was kept open, and had a total enrolment of 76 boys and 32 girls; average attendance each Saturday, 70. An evening school was in session 4 months, enrolling 53 pupils with about 17 in average attendance. Careful attention was given to the subject of discipline, and with good results. Cases of corporal punishment and suspension were less frequent than during any year for a long time, and of the pupils enrolled 903 were not tardy and were very seldom absent from school.—(Report and written return.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

For full statistics of normal schools, see Table III of the appendix, and the summary of this in the Report of the Commissioner preceding.

The *Indiana State Normal School*, Terre Haute, was created by the legislature for the special purpose of instructing and training teachers for the public schools, and forms part of the State school system. Tuition is free and there are no incidental fees. Only such students are admitted as intend to qualify themselves to teach in the public schools of the State. The course of instruction covers three years, and includes besides the subjects required by law to be taught in the public schools, drawing, and vocal music and the elements of those branches of science and philosophy which bear upon the industrial, social, and political interests of the country. There is also a graduate course for those who wish to qualify themselves for teaching in high school. The diploma of the school is, by law of the State, equivalent to a State certificate relieving the holder from county examinations. The number of students in the normal school proper, in 1876-'77, was 282, of whom 146 were women and 136 men; in the model training school, 223.—(Catalogue, 1876-'77.)

Northern Indiana Normal School and Business Institute, at Valparaiso, not a State school, but aided by the county and city, was organized in 1873, and has since continued in rapid and regular growth. Among the various courses of study offered are preparatory, scientific, classical, select, musical, fine arts, and teachers' courses. Students thoroughly versed in the common branches can complete the classical course in two years of 50 weeks each, the scientific in one year, and the teachers' in two three terms of 11 weeks each. Tuition is \$3 a term, without extra charge for vocal music, elocution, penmanship, and German.—(Catalogue for 1878-'79.) A return gives the number of instructors in the preceding year at 20; number of pupils, all combined by the principal as normal, 2,555.

Elkhart County Normal and Classical School, Goshen, receives no State, county, or city aid, has 4 years in its full course of study, and, according to a return for 1877-'78, the early part of that year, had 11 instructors and 175 pupils. Educational journals and magazines taken, 150. Drawing and music are taught, the former apparently from text books and copies only, without models and apparatus for free hand work.

Lagrange County Normal, Lagrange, instituted for the training of teachers in county and town schools, is conducted by the county superintendent, and had in the last year, according to a return from him, 4 instructors and 75 students. Music and drawing are taught, the latter with the same limitations as at Elkhart.

TEACHERS' INSTITUTES.

By law, at least one Saturday in each month during which the public schools may be in progress is to be devoted to township institutes or model schools for improvement of the teachers. Such institutes are to be presided over by a teacher or other person designated by the township trustee, and teachers in the public schools of the township must attend them or forfeit one day's wages for every day of non-attendance unless the absence is from sickness.

County teachers' institutes are also provided for, and to encourage them each county auditor is authorized to draw on the treasurer of the county for \$35 whenever the county superintendent shall file with him an official statement that there has been held in his county such an institute for five days, with an average attendance of teachers or persons preparing to become such, while for one with an attendance of there is an allowance of \$50. Only one such payment, however, is to be made in a year.

Then, during the summer vacations, great numbers of independent institutes appear from the school journals to be held for the improvement of teachers who desire to qualify themselves for higher usefulness in their profession. More than fifty, apparently of this class, were noted, for the summer of 1877, in the *Indiana School Journal*. One of them a summer school for teachers in drawing, held at Purdue University; another, a "summer tramp," led by the scientific faculty of Butler University through a considerable portion of the Southern States for the field study of geology, mineralogy, botany, and zoölogy.

OTHER MEANS OF NORMAL TRAINING.

In addition to the foregoing, facilities for the training of teachers are provided in a number of the colleges of the State. Union Christian College has a normal course

spring term which affords students a review of the common school branches and special instruction in theory and practice. Bedford College has a normal department intended to cover 2 years, embracing all the studies required for a first class State certificate. At Moore's Hill College a normal department is sustained during the spring term when desired. Indiana Asbury University reports a normal course beginning in the spring term, but its extent is not stated. Fort Wayne College has two normal courses of 2 and 3 years respectively.

EDUCATIONAL JOURNALS.

The Indiana School Journal, organ of the State Teachers' Association and of the superintendent of public instruction, continued its useful work throughout the year, diffusing a large amount of local and general school news and publishing many papers of much value to teachers. It has been well aided in this direction by a younger companion, The Common-School Teacher. Both are monthlies, the former published at Indianapolis, the latter at Bedford.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

From the Indiana School Journal, which, as the organ of the State superintendent, probably derives its figures from his books, we have reports of high schools in 45 cities and towns, with 133 teachers, 3,511 pupils, and 391 graduates in 1877. Sixteen, however, do not report the number of pupils, 3 omit the number of teachers, and 4 give only the number of graduates.—(Indiana School Journal of June and July, 1877.)

OTHER SECONDARY SCHOOLS.

For full statistics of business colleges, private academic schools, preparatory schools, and preparatory departments of colleges and universities in this State, see Tables IV, VI, VII, and IX, in the appendix, and summaries of these in the Report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES.

Information for the year 1877 has been received through special returns or printed catalogues from 16 colleges of the State; all but 4 of these colleges are open to young women as well as to young men.

The *Indiana State University* has discontinued its law school, and reports only preparatory and collegiate departments, the latter with classical and scientific courses. Both sexes are on an equal footing. Tuition is free.—(Catalogue, 1877.)

Bedford College reports four separate complete courses, the classical, the scientific, the ministerial, and the ladies' course, which lead respectively to the degrees of B. A., B. S., and B. L., the last being conferred on those who complete either the ministerial or the ladies' course. Young women are admitted to all the classes and privileges of the college.

The name of the *Northwestern Christian University* has been changed to *Buller University*. Its colleges, as at present organized, are (1) biblical literature and Christian evidences; (2) pure and applied mathematics; (3) English literature; (4) Latin language and literature; (5) Greek language and literature; (6) natural history; (7) intellectual, moral, and political philosophy, logic and rhetoric; (8) physics and chemistry, and (9) modern languages. For field instruction in natural sciences, such of its students as desire it are now regularly conducted by some of the professors on a "summer tramp" through portions of the country that afford special advantages for study in this line.

At *Ridgerville College* a change has been made in the courses of study by substituting an English course for what has been termed the practical course. The three courses now provided, English, scientific, and classical, cover 8 years, the English and classical each occupying 4 and the scientific being made from the last 2 years of the English and the first 2 of the classical, Greek excepted.

The courses of instruction in the remaining colleges appear to be the same as reported in 1876.

For full statistics, see Table IX of the appendix, and a summary of this in the Report of the Commissioner preceding.

COLLEGES FOR WOMEN.

Besides the colleges open to young women in common with young men, 2 especially devoted to the higher education of women make report for 1877. Each of these colleges is chartered and both teach music, drawing, painting, French, and German. One has some means for illustration in chemistry and both have apparatus for instruction

in physics. They report libraries numbering respectively 500 and 800 volumes. (Returns, 1877.)

For full statistics of these colleges, see Table VIII of the appendix, and a summary this in the Report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

[For full statistics of scientific and professional schools, see Tables X-XIII of the appendix, and summaries of these in the Commissioner's Report preceding.]

SCIENTIFIC.

Purdue University, at Lafayette, the agricultural college of the State, provides 3 general departments of instruction, as follows: (1) the academy or preparatory school; (2) the college of general science; (3) the special schools of science and technology. The course of study in the college of general science is similar to the scientific course in several other colleges, but it devotes more time to the natural and physical sciences. These are the leading branches in the course, and require at least one-third of the student's time for four years. The special schools are those of agriculture and horticulture, civil engineering, industrial design, physics and mechanics, chemistry and metallurgy, and natural history. The university has a well stocked farm of 189 acres of choice land, with appliances for teaching both agriculture and horticulture. A new university building, costing over \$40,000, has been completed, and was formally dedicated November 21, 1877. It is four stories high and 154 by 56 feet.—(Catalogue of the university, 1876, and *Indiana School Journal*, December, 1877.)

Rose Polytechnic Institute, at Terre Haute, was chartered in 1874, but has not yet been opened for pupils. This institute was founded and endowed by Chauncey Rose, late of Terre Haute, who died August 13, 1877.—(Return, 1877.)

THEOLOGICAL.

St. Meinrad's College has a theological course which, covering four years, appears to be a modification of the collegiate. There were 23 students in 1877.

In *Bedford College* there is a ministerial course which is the same as the classical except that it omits the mathematics of part of the sophomore and all the junior year substituting therefor certain theological studies.

In *Indiana Asbury University* a biblical course has been arranged, which, commencing with the sophomore year, by a system of substitutions, gives a course in Hebrew, patristic and New Testament Greek, biblical chronology, archaeology, church history, &c.

In *Hanover College* biblical instruction is a part of the regular course of study.

Butler University has a department of biblical literature and Christian evidences, in which the Bible is the text book.

In *Union Christian College* the New Testament is used as a text book for regular recitation in Greek during 3 terms of the classical course.

Concordia College, according to a letter from its "director," was established for the especial education of ministers of the gospel. It does not, however, give the student preparing for the ministry a theological training; but, having prepared them for this by collegiate instruction, turns them over to the Theological Seminary of the Evangelical Lutheran Synod of Missouri, Ohio, and other States, at St. Louis.

LEGAL.

The *Law Department of the University of Notre Dame* has a course of instruction covering 3 years and embracing chiefly constitutional and international law, municipal law, law of contracts, equity jurisprudence, criminal law, evidence, pleading, and practice.—(Catalogue.)

The *Law Department of Indiana University*, as before mentioned, has been "suspended until further notice."—(Catalogue, 1877.)

MEDICAL.

The *Medical College of Evansville* had an attendance of 40 students in 1877, of whom 1 had received degrees in letters or science. The plan of instruction requires the attendance of the student through two annual sessions and 3 years of study under the direction of some regular physician.

The *Indiana Medical College*, at Indianapolis, had 82 students in 1877, of whom 5 had received degrees in letters or science. The return from this college gives 2 years as its course of study; but from the catalogue it appears that the requirements for graduation are as great as in other colleges whose course is given as 3 years, namely, studying medicine for 3 years under a competent preceptor and attendance upon two full

¹A summer school for instruction in drawing was held at the university by the instructor in this department during the vacation of 1877, and many teachers in the public schools are understood to have availed themselves of its advantages.

courses of medical lectures, the last of which must have been in the institution.—
(Returns and printed report.)

The *College of Physicians and Surgeons*, Indianapolis, makes no report beyond that published in the report of this Bureau for 1876, when return was made of 72 students in a 2 years' course of study, 19 of whom had received a degree in letters or science.

SPECIAL INSTRUCTION.

INDIANA INSTITUTION FOR EDUCATING THE DEAF AND DUMB.

A return of the statistics of this institution for 1877 shows an attendance of 363, making 1,158 who have received instruction since the foundation of the institution. The course of study comprises primary and higher departments, the former covering 7 years, the latter 3. The instruction in work is considered second in importance only to the intellectual and moral culture of the pupils. Two hours each day are given to labor and 5 to literary studies.—(Printed report, 1876.)

INDIANA INSTITUTE FOR THE EDUCATION OF THE BLIND, INDIANAPOLIS.

This institution, since its foundation in 1847, has had 572 pupils under instruction. In 1877 there were 110 attending, who were instructed in the common English branches and music, both vocal and instrumental; also in the employments of broom making, chair seating, sewing, and fancy work. It is estimated that there are about 250 blind children of school age in the State, and that more than half of them are growing up in ignorance through lack of sufficient public interest in their welfare to see that they are placed in the school provided for them by the State.—(Return and report, 1877.)

INDIANA HOUSE OF REFUGE, PLAINFIELD.

This reformatory school had in November, 1877, a total of 339 inmates under training, an increase of 14 over the preceding year. The boys are classified into 9 school grades, taught by 3 competent teachers, and each boy is required to attend a session of school daily. It is proposed to grade the school anew, forming 8 grades only, under 4 instructors, securing 3 hours of schooling each day. In the intervals of school the boys are employed in chair caning, tailoring, shoemaking, farm and garden work, and such other occupations as will make them useful and train them to habits of industry and capacity for self support.—(Report for 1877.)

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

The twenty-fourth annual meeting of the Indiana State Teachers' Association was held December 26, 27, and 28, 1877. The address of welcome was made by Mr. W. A. Bell, president of the Indianapolis school board. His remarks were responded to by Mr. W. H. Wiley, the retiring president, who then introduced his successor, Rev. J. H. Martin, of Franklin. He took for his topic "Moral culture in the school room," and said he would have all science, whether physical, moral, or intellectual, taught in most intimate connection with the Bible.

A paper was read on "Science in elementary schools" by A. W. Brayton, superintendent of the department of natural science in the Indianapolis schools, and Joseph Moore, president of Earlham College, followed with remarks on the same subject. B. C. Burt, of the Indiana State Normal School, read a paper entitled "Enthusiasm for English," which, by vote of the association, was ordered to be printed in the Indiana School Journal. President Tuttle, of Wabash College, opened the discussion, stating his approval of the arguments used in favor of better and more thorough appreciation and study of English literature. Temple H. Dunn, of Fort Wayne, presented a paper entitled "How to deal with slow pupils in graded schools," which was discussed by Mr. R. G. Boone, of Frankfort, and Mr. H. B. Jacobs, of New Albany. Superintendent M. S. Setler, of Auburn, read a paper entitled "Educate a boy and he won't work." He said many boys become idle not because they are educated, but rather because they know so little as to be incompetent for the higher kinds of employment, and that the cure for idleness is to make the public schools more efficient. President W. T. Stott, of Franklin College, Hon. J. H. Smart, and President White, of Purdue University, discussed this paper. Mr. Smart thought it possible to educate a man so that he will not work; but if the dignity of honest labor be taught he will work. President White said "the history of civilization refutes the assertion that education unfits a boy for manual labor. The most industrious people in every nation are the educated. Our system may be imperfect, but, with all its defects, it is having a beneficial effect. * * * Educate a people and they will work with their hands and their brains."

In the evening Dr. George A. Chase, of Louisville, delivered the annual address of the association, on "The public school teacher." He said that what the system needs most is the educated, well equipped teacher, who thoroughly knows the subjects

he treats of; that he should have self control, sound bodily health, take invigorating exercise in the sun and air, and sleep at proper times, to keep himself in the best condition for his work.

The other papers and addresses presented were: "How to economize time in graded schools," by T. D. Tharp, superintendent of schools, Grant County; "Graft method in numbers," by a teacher in one of the Indianapolis schools, Miss Ruth Morris, which, with the illustrations offered, seems to have awakened much enthusiasm; "The relation of public libraries to the schools," by Mrs. Sarah A. Oren, of Purdue University; "Temperance," by Mrs. Governor Wallace; "Dr. Arnold of Rugby an educator," by Dr. Rogers, of Asbury University; "Horace Mann as an educator," by Prof. A. R. Benton, LL. D., of Butler University; and "The Russian system of industrial art education as applied at the Massachusetts Institute of Technology," Dr. J. D. Runkle, president of that institute.

The editor of the School Journal says: "The meeting was among the best that has occurred. The attendance was quite large, reaching 384, and there was not a fault on the programme. The only absent person appointed to duty sent in his paper, as it was read. The programme was an improvement upon former ones in that it was not so much crowded. There is, however, nearly a unanimous sentiment in the association in favor of limiting the time occupied by each paper to 30 minutes or less" (Indiana School Journal, February, 1878.)

MEETING OF COUNTY SUPERINTENDENTS.

The annual meeting of county superintendents, held in Indianapolis, June 26, 27, 1878, was the largest, with one exception, ever held in the State, 57 counties being represented. Among the subjects before the meeting were: "The best mode of correcting mistakes when observed by superintendents," "The kind of work to be done in township institutes and the objects to be gained," "The county superintendent in a township institute," "The province of the county board of education," "How to conduct examinations," and "How to conduct teachers' institutes."

Among the resolutions adopted were the following: "That the pay of teachers should be in proportion to their qualifications and the size and requirements of the school;" "that county boards should adopt a course of study and rules for the regulation of the district schools of the county;" and "that country districts should have at least six months of school each year."—(Indiana School Journal.)

COLLEGE ASSOCIATION.

Twenty-four collegians, representing 9 of the colleges of the State, met on Thursday, December 27, during the sessions of the State Teachers' Association. President Alexander Martin, of Asbury University, presided. After a full interchange of opinion, it was resolved at a second meeting to organize a separate association in connection with the general association, the annual sessions to be held at the place and on the day preceding the annual meeting of the last named association.—(Indiana School Journal, February, 1878.)

OBITUARY RECORD.

PROF. EDMUND OTIS HOVEY, D. D.

This gentleman, Rose professor of chemistry and geology in Wabash College, Indiana, died at his home in Crawfordsville, March 6, 1877. Born at East Hanover, N. H., June 15, 1801, he spent his boyhood on his father's farm, and did not begin his studies at college till he was 21. Entering the freshman class at Dartmouth in the spring of 1825, he was graduated in 1828, and entered the theological seminary at Andover in the autumn of that year. Completing its 3 years' course and graduated in 1831, he was sent by the American Home Missionary Society to preach in the Wabash country, Indiana, as an evangelist. In connection with four fellow missionaries in that region he aided in laying the foundations of Wabash College, in 1832-'33; became agent for it in 1834, securing its first president and \$24,000; in the same year he was appointed professor of rhetoric in it; made professor of chemistry, mineralogy, and geology, in 1836; he thenceforward continued in connection with it till his death. For 25 years added to his labors as professor the treasurership of the college, did much for the improvement of its buildings and grounds, and industriously collected for it a cabinet which he made of great interest and value. In such useful labors the quiet evening of his days was spent, and in 1869 came the degree of D. D. from Dartmouth to brighten with its well earned honor the later life of him who had probably done more than any other one man to establish and build up into permanence the college with which he was connected.—(Origin and Growth of Wabash College, by President Tuttle; funeral discourse by the same; Christian Union of April 4, 1877.)

PROF. JOHN O. HOPKINS, A. M.

On the morning of October 16, 1877, Professor Hopkins went buoyantly to the hall of Butler University, in which he held the chair of Greek, and while in conversation

with the president began to complain of loss of sight, then of vertigo, and, sinking soon into what appeared a fainting fit, gently and without any apparent death struggle passed away. This sudden death, at the age of 38, was probably the result of heart disease, from which his father, Hon. Milton B. Hopkins, late superintendent of public instruction in Indiana, had suffered before him.

Under the training of this excellent father, Professor Hopkins early sought all available opportunities for the best mental and moral culture; he studied at Ladoga Academy, at Wabash College, at the Northwestern Christian University, and finally at the Kentucky University, where he was graduated with honor in June, 1871. Engaging at once in the work of education, he became vice president of Howard College, Kokomo, Ind., which his father had founded in the early portion of the year 1870 and from which he had passed to the superintendency of public instruction in the spring of 1871. But the carrying on of such an institution after its founder had forsaken it involved great labor and responsibility, and in 1872 the offer of the chair of Greek in the Northwestern Christian University (now Butler University), at Irvington, Indiana, tempted the young vice president away. Entering heartily into the work in his new field, he strove to secure, alike in himself and in his students, a thorough mastery of the beautiful language he was set to teach. He succeeded so well in the endeavor and made such progress in the five years of his professorship as to indicate that if his life had been prolonged he would have made himself a considerable name in this line; but he died almost on the threshold of the labors he had undertaken.—(Memorial notice by Prof. A. R. Benton, in the Indiana School Journal for November, 1877, and letter from Professor Benton.)

CHAUNCEY ROSE, ESQ.

This gentleman, whose death, August 13, 1877, is among the records of the year, was eminently a friend of education. Among the educational donations made by him during his lifetime were \$8,000 to the Indiana State Normal School, for its library; \$60,000 to Wabash University, for the endowment of 2 professorships; and \$450,000, to establish and endow the Rose Polytechnic Institute at Terre Haute, his place of residence. His donations to benevolent causes were equally generous. But, while his gifts were heralded in the newspapers and noised abroad by men, his whole life was, in its quiet modesty, an exemplification of the rule "Let not thy left hand know what thy right hand doeth." By the terms of his will, the Rose Polytechnic Institute, the name of which was given it by others and not by himself, is his residuary legatee, and it is hoped will receive a considerable addition to the large endowment mentioned.—(Indiana School Journal, September, 1877.)

CHIEF STATE SCHOOL OFFICERS.

Hon. JAMES H. SMART, *State superintendent of public instruction, Indianapolis.*

[Second term, 1877-'879.]

STATE BOARD OF EDUCATION.

[Term, membership in the State board lasts during continuance in office.]

Members.	Post-office.
His Excellency James D. Williams, governor	Indianapolis.
Hon. James H. Smart, State superintendent of public instruction	Indianapolis.
Rev. Lemuel Moss, D. D., president of the State University	Bloomington.
Hon. Emerson E. White, LL. D., president of Purdue University	Lafayette.
William A. Jones, president of the State Normal School	Terre Haute.
Hon. Horace S. Tarbell, superintendent of Indianapolis public schools	Indianapolis.
John M. Bloss, superintendent of Evansville public schools	Evansville.
Dr. John S. Irwin, superintendent of Fort Wayne public schools	Fort Wayne.

IOWA.

STATISTICAL SUMMARY.

	1875-76.	1876-77.	Increase.	D
POPULATION AND ATTENDANCE.				
Youth of school age (5-21)	553, 920	567, 859	13, 939	...
Enrolled in public schools	398, 825	421, 163	22, 338	...
Average attendance	229, 315	251, 372	22, 057	...
Attendance in private schools	12, 856	12, 383	.....	...
SCHOOL DISTRICTS AND SCHOOLS.				
District townships	1, 099	1, 086	.....	...
Independent districts	2, 933	3, 138	205	...
Subdistricts	7, 017	7, 015	.....	...
Ungraded schools	9, 454	9, 948	494	...
Graded schools	405	476	71	...
Average time of school in days	136. 40	145. 40	9	...
Private schools	126	127	1	...
Public school-houses	9, 908	10, 296	388	...
Value of these	\$9, 375, 833	\$9, 044, 973	.....	...
Value of apparatus	140, 892	159, 216	\$18, 324	...
Volumes in school libraries	17, 122	17, 329	207	...
TEACHERS AND THEIR PAY.				
Number of male teachers	6, 830	7, 348	518	...
Number of female teachers	12, 222	12, 518	296	...
Average monthly pay of men	^a \$37 37	\$34 88	.....	...
Average monthly pay of women	28 09	28 69	\$0 60	...
Teachers in private schools	463	471	8	...
INCOME AND EXPENDITURE.				
Whole income for public schools	\$5, 387, 524	\$5, 349, 029	.....	...
Whole expenditure for public schools	4, 288, 582	5, 197, 426	\$908, 844	...
EXPENDITURE PER CAPITA—				
Of school population .....	.....	\$7 90	.....	...
Of enrolment .....	.....	10 67	.....	...
Of average attendance .....	.....	17 87	.....	...

^a Incorrectly returned last year as \$47.27.

(From printed report of Hon. C. W. von Coelln for the years 1875-76 and returns to Bureau of Education for the same years. The items of income and expenditure are from the latter.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

For supervision of all county superintendents and of all the common school State, there is a *State superintendent of public instruction*, chosen by the people two years.

For government of the State university, and thus exerting some influence on *ary and superior instruction* generally, there is a *board of regents* chosen by the *lature*, composed of the governor, State superintendent, and president of the *university*, *ex officio*, with one person from each congressional district.

LOCAL.

For supervision of public schools in counties, *county superintendents of public instruction*, elected every two years.¹ Women are eligible to all school offices.

For the care of schools in townships, which are the ideal school districts, a *board of school directors*, of at least 3 members, elected annually for the township if undivided into subdistricts; if divided into these, composed of a subdirector from each subdistrict, one for the township at large in case there are only two.

For independent districts, composed of towns with 300 to 500 inhabitants, boards of directors of 3 members; with 500 or more, of 6 members. Each board of directors acts as president of its own number, with a secretary and a treasurer, who may be of any number in the smaller independent districts.—(School law, 1876.)

ELEMENTARY INSTRUCTION.

GENERAL CONDITION.

Superintendent von Coelln, at the beginning of his report, expresses the opinion that one reason for encouragement as to the general condition of the school system, and examination of the reports of county superintendents to him shows much ground for optimism.

The number of good school-houses furnished with patent desks, and sometimes with pleasantly ornamented grounds, appears to be steadily increasing. A superintendent of one of the average counties writes: "Many of the school-houses are ornaments to the neighborhoods in which they are situated; trees and shrubbery are planted and the entire surroundings made attractive. Six new houses have been erected during the year, all comfortable and convenient." Though notices of this kind are not invariable, they are frequent in the reports.

Normal institutes for the improvement of the teachers seem to have been very generally held and numerously attended. In a considerable number of cases the effects of these upon the teachers are spoken of with great enthusiasm, and these effects are pretty sure to be increased by a course of study now marked out for all the institutes.

In several counties voluntary associations of teachers have been formed for discussion of studies, methods of discipline and management, and these associations, holding meetings additional to the institutes, have aided the good work which the institutes have commenced. In Keokuk County, such meetings were held monthly in nearly every township, and in this and in at least three other counties library associations grew out of the meetings of the teachers, the need of larger and more varied reading appearing and being realized as various school questions were discussed.

THE TEXT BOOK QUESTION.

The subject of the heavy cost of text books, in connection with the frequent change of them, is discussed by the superintendent in the light of the experience of other states, and his opinion is given against the adoption of a system of State uniformity. He says that there should be uniformity of books in the same school, and, if possible, in the township, and for this the law intends to provide; but it fails to command boards of directors to adopt a series of text books, and therefore changes are made by teachers and subdirectors to suit themselves. This, he thinks, should be remedied by a provision of law requiring an authoritative adoption of text books by boards of directors. It is agreed that the books should be furnished to the pupils at less cost than they now are, and a law is favored similar to the Wisconsin law on this subject, permitting the purchase of text books by townships, the books to be loaned or otherwise furnished to pupils under such conditions as may be prescribed by the school authorities. Scholars might be charged enough for the loan of books to reimburse the district, and they might be made to pay for all wantonly destroyed. There are, however, certain classes of scholars who absent themselves from school chiefly because they are too poor to buy books or pay for the loan of them, and, if the masses are to be educated, such children must be furnished books at the expense of the public.—(Biennial report, 1875-77.)

COMPULSORY EDUCATION.

In discussing this question, the superintendent begins with the proposition that the right of the State to tax a person for the education of other people's children implies the right of the taxpayer to demand the education of those children. He thinks that a compulsory law a mistake has been made in not recognizing the difference between compulsory education and compulsory attendance at school. The State not only has the right, but it is its duty, to require a certain amount of intelligence in all the children who live within its borders. To accomplish this, it may be necessary to compel

¹ Any county with 2,000 or more inhabitants, choosing to have a county high school, may also choose a board of 6 trustees of said school, one-third to be changed each year at the general election.—(School law, 1876.)

the attendance at school, but this should be done only when it is clear that the education of the child is neglected at home, and then only long enough to secure limited knowledge which the State has a right to demand, including, the superintendent thinks, scarcely anything except reading, writing, and the fundamental of arithmetic. He believes that nearly all the children of this State between the ages of 8 and 16 living in the rural districts attend school some portion of the year, that, therefore, no urgent necessity exists for a compulsory law. In towns and cities there is a class of children who are growing up wholly without proper training; for these he would have reformatory or industrial schools established.—(Keokuk, 1875-77.)

IMMATURITY OF TEACHERS.

Superintendent von Coelln says that it has been customary to employ girls under 15 and boys of about the same age to teach schools, and that this has been more particularly by subdirectors in engaging relatives; he therefore issued instructions to county superintendents, partly at their request, forbidding the granting of certificates to young women of less than 17 and to young men of less than 19 years of age. He suggests that the legislature enforce this rule by enactment, advancing the age one year, making it 18 and 20, and prohibiting subdirectors from employing relatives by blood or marriage to the third degree.—(Biennial report, 1875-77.)

KINDERGARTEN TRAINING.

One Kindergarten only, situated at Cedar Rapids, reports itself for 1877, having a principal, assistant principal, and three other teachers, with 40 children in attendance. The children are 3 to 8 years old, who are kept under instruction 3 hours of each school day for 40 weeks in the year. The children are trained in the use of Fröbel's gifts and the practice of occupations, with calisthenics and games as taught by Mrs. Kraus-Besle, their exercises being aided and regulated by the music of a piano.

CITY SCHOOL SYSTEMS.

OFFICERS.

By law, cities and towns containing not less than 300 inhabitants may, with the consent of the district townships with which they have been connected, be constituted independent school districts. These elect boards of 3 directors, when their population is under 500; boards of 6, when the population is 500 or more. Each board of directors chooses a president of its own number, and a secretary and treasurer, who may be that number in the smaller boards, but not in the larger ones. In cities a superintendent often becomes the executive officer of the board.—(School laws, 1876.)

STATISTICS.

City.	Population (estimated).	Children of school age, 5-21.	Enrol- ment.	Average attend- ance.	Teach- ers.	Exp- ense.
Burlington.....	28,000	5,963	4,356	2,003	71	\$
Davenport.....	30,000	.....	4,710	3,289	94	1
Dubuque.....	25,000	9,347	3,879	2,488	72	1
Keokuk.....	15,000	5,732	5,500	2,100	52	1
Ottumwa.....	12,500	2,409	1,490	972	26	1
West Des Moines.....	14,000	3,592	1,955	1,309	36	1

^a Besides 1,000 in private and church schools.

^b Besides 500 in private and church schools.

^c Besides 400 in private and church schools.

ADDITIONAL PARTICULARS.

Burlington reports 10 school buildings, with 61 school and 12 recitation rooms; a city normal school, apparently 3 evening schools, and 25 private or paro schools; but makes no specific designation of the number of teachers and pupils these, except the last.

Davenport returns 11 school buildings, with 70 rooms, 19 of them for recitation; German; high school or schools, city normal school, and 2 evening schools, the school enrolment being 248; that of the normal school, 22; that in the evening school, 236. Special teachers of drawing, penmanship, and German are employed. There is no note of private or paro schools.

Dubuque, in a printed report, indicates the existence of 8 graded and 2 ungraded schools, the grading of the former extending up through 16 primary, secondary, grammar school classes to a high school, which has a business course of 2 years, classical and Latin scientific courses of 4 years each. Enrolment in high school, of the 72 teachers employed by the board, 3 are special teachers of German and were educated in the public schools of the city.

Krook makes written return of 2,500 sittings for study, with indication of the existence of primary, grammar, and high school grades, and of the employment of special teachers of penmanship and vocal music, but does not designate the number of school buildings and school rooms or the enrolment in the various departments.

Ottumwa, in a printed report, shows 3 school buildings, with apparently 22 rooms, the schools divided into 8 grades below the high school, in which last the course is of 4 years and the enrolment 62 for the year.

West Des Moines reports 4 school buildings, with 38 rooms, of a seating capacity of 1,150; primary, grammar, and high school grades; 146 pupils in the high school. A certificate given by the State superintendent and two other members of an examining committee attesting the thorough training afforded in the high school is mentioned.

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

Iowa State Normal School, at Cedar Falls, presents in its first annual catalogue for 1876-77 three courses of study: (1) an elementary course of 2 years for such as propose to teach in any of the schools below the high school; (2) a didactic course of 3 years, meant to prepare for high school teaching; (3) a scientific course of 4 years, qualifying for any position in connection with the schools. Thus far, students seem to have entered for only the lowest of these three courses, the catalogue showing 155 in its two classes, 105 of them young ladies.¹ The number of resident instructors is 4, besides the principal. Drawing and both vocal and instrumental music are taught, the two former without charge, as a portion of the course in which tuition is free; the last at a charge of \$12 for twenty lessons on the piano and organ.

Eastern Iowa Normal School, Grandview, not under State control, has (1) an elementary normal course, which, its catalogue for 1876-77 says, "persons having a good knowledge of the common branches and a few of the higher will be able to complete in one year;" and (2) an "advanced" normal course, supplementary to the former, the time required for which is not distinctly given, but seems to extend to two years. There are also scientific and business courses, with a department of music. Resident instructors, 5; non-resident, 6; normal students, 120, equally divided in respect to sex; other students, 30. Here, too, drawing and music are taught, and, according to a return to the Bureau of Education, there is a chemical laboratory with apparatus for illustrating physics.

In the report of the State superintendent appear two other institutions, the *Southern Iowa Normal and Scientific Institute*, Bloomfield, Davis County, and *Troy Normal and Classical Institute*, Troy, in the same county. The former reported to the State superintendent 6 instructors and 200 pupils, without classification of the normal students. The latter made no report.

City normal schools, as before stated, appear in connection with the city school systems of Burlington and Davenport, the latter having 22 pupils.

OTHER NORMAL TRAINING.

A *chair of didactics*, in connection with the State University at Iowa City, is meant to prepare for advanced schools those senior students who intend to become teachers, and also such special students as may be qualified to be classed with them. The number under instruction in 1876-77 was 22; graduates, 4, all engaged in teaching.—(Return to Bureau of Education.)

Normal or teachers' courses, generally of 2 to 4 years each, are announced in the catalogues of Algona College, Algona; Amity College, College Springs; Cornell College, Mount Vernon; Iowa Wesleyan University, Mount Pleasant; Oskaloosa College, Oskaloosa; Penn College, at the same place; Parsons College, Fairfield; Tabor College, Tabor, and Upper Iowa University, Fayette. Whittier College, Salem, sends return of one, with 4 instructors and 34 normal students. Iowa College, Grinnell, proposes also to establish such a course, and with a view to this is endeavoring to secure the endowment of a professorship of the theory and practice of teaching.

Normal institutes, which are substantially short training schools for teachers and such as desire to teach, are required by law to be held annually in each county by the county superintendent, with such aid as may be necessary. The State superintendent attends as many of these institutes as due attention to his other duties will permit, and assists in the instruction and management of them. The expense of the institutes is defrayed by a fee of \$1 on every teacher's certificate issued and a registration fee of \$1 from each person attending, with such additional sum as may be appropriated by the board of supervisors in the county in which the institute is held.² The sessions

¹ A later return to the Bureau of Education gives the number of normal students as 139; other students, 15. This is probably for the full term.

² By the older law, apparently not repealed in this respect, \$50 from the State treasury are also available for such institutes wherever the county superintendent can give reasonable assurance that not less than 30 teachers desire to assemble for institute instruction.—(Code of 1873.)

are from one to six weeks. An excellent course of instruction for them is given in the State report.

In 1875-'76 there were 98 such institutes; 1876-'77, one more. Attendance former, 9,548; on the latter, 11,929.—(Appendix to report.)

NEW EDUCATIONAL JOURNAL.

Partly "to show *what* should be taught in the schools, *how* it should be taught, how the school may be made so interesting that even the duller boy or girl stirred to higher aims," a new school journal, called the Iowa Normal Month started by W. J. Shoup & Co., of Dubuque, August, 1877, and has since come to fill efficiently the place vacated at the close of 1876 by The Common School. The paper, which has been adopted by the State superintendent as his medium of publication, contains much important matter from his pen.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The number of public graded schools in 1876 was 405; in 1877 it was 476. In these schools some foreign language is taught, viz, German in 45, Latin in 70 in 11, and French in 3, but the number of pupils engaged in such studies is not given.

A course of study for these graded schools and others that may adopt a similar system has been prepared by a committee of the association of principals and superintendents, and is given in Superintendent von Coelln's report. It provides a four years' high school course beyond the eight years of primary and graded school, and includes Latin and German, with mathematics, natural sciences, grammar and analysis, American and English literature, composition and rhetoric, general history, civil government, and mental philosophy. It admits of separation into two courses, English and preparatory, and the effort has been to have each complete within itself, thus making it possible for any board to adopt one, or more years for its high school course, it being thought that most cannot judiciously undertake more than three years and that many should limit their course to the 4 years' course is recommended only for cities having more than 6,000 inhabitants. (Report for 1876 and 1877.)

The superintendent of Guthrie County reports a county high school, with 55 enrolled and an average attendance of 51. In the cities of Davenport, Des Moines, Ottumwa, and West Des Moines the high school enrolment reported aggregated 1,200. Burlington and Keokuk had high schools, but did not report the enrolment in 1877.

For full statistics of these cities, see Table II of the appendix, and its summary in the Commissioner's Report preceding.

OTHER SECONDARY SCHOOLS.

Selecting from a list of "academies and other private schools" given by Superintendent von Coelln 60 whose statistics and titles seem to indicate some sort of academic character, we find in them a report of 233 teachers, with 5,171 pupils, and a classification of these either as to the studies engaged in or the extent to which they are pursued.

For detailed statistics of business colleges, private academic schools, preparatory schools, and preparatory departments, see Tables IV, VI, VII, IX, and for summary of these the Commissioner's Report preceding.

SUPERIOR INSTRUCTION.

COLLEGES.

Eighteen universities and colleges report statistics for 1877, either by special report or printed catalogue. All except one admit both sexes.

For statistics of colleges and universities, see Table IX of the appendix, and summary of this in the Commissioner's Report preceding.

The *State University* provides instruction in collegiate, legal, medical, and engineering departments. Its 6 years of academic study allow 2 for a preparatory course and 4 for the 3 separate collegiate courses, namely, classical, scientific, and philosophical. These embrace instruction in English language and literature; ancient and modern languages; mathematics; astronomy; physical, natural, political, and moral sciences; and didactics. The degrees conferred on completion of the academic courses are the B. A., B. S., and Ph. D.

Penn College, Oskaloosa, in charge of Friends, reports collegiate, preparatory, and commercial departments; the first with classical and scientific courses, and the last with commercial courses, for four years.

¹In another year, however, statistics which have been in course of collection will be available.

Central University, Pella (Baptist), has preparatory, musical, and collegiate departments; the last with classical and scientific courses, each covering 4 years. The courses of instruction in the remaining colleges appear to be the same as reported in 1876.

COLLEGES FOR WOMEN.

Besides the facilities afforded women for higher instruction in colleges open to both sexes, the *Immaculate Conception Academy*, at Davenport, which has a collegiate charter, is exclusively devoted to the education of women in the higher branches. Music, drawing, painting, French, and German are taught; there are apparatus for the illustration of chemistry and physics, a cabinet of natural history, a gymnasium, and a library of 1,100 volumes.—(Return.)

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

[For statistics of scientific and professional schools, see Tables X-XIII in the appendix, and summaries of these in the Commissioner's Report preceding.]

SCIENTIFIC.

The *Agricultural College of Iowa* provides courses of instruction in agriculture, mechanical engineering, civil engineering, general science for women, and normal training, besides a number of special courses made up from the foregoing.

The *Department of Civil Engineering in the State University* provides five years of instruction in this and related branches. One of the years is preparatory; the others are collegiate; and students, upon completing the course satisfactorily, receive the degree of C. E.

THEOLOGICAL.

Grinnell College (Protestant Episcopal), lately reopened, has a department of theology, with a course of instruction covering 3 years. The branches to receive special attention are systematic divinity, apologetics, biblical exegesis, ecclesiastical history, church polity, pastoral theology and homiletics, liturgics, and canon law.

The *German Theological School of the Presbyterian Church of the Northwest*, at Dubuque, sends a return from which it appears that 3 professors and instructors were engaged in the school. The number of students is not given, nor is the extent of the course of study.

German College, connected with the Iowa Wesleyan University and designed to be the theological institution of the German Methodists in the valley of the Mississippi, has a theological course of 3 years, in which 3 students were engaged during the year 1876-77.—(Catalogue.)

The *Bible Department of Oskaloosa College* (Disciples) reports for 1877 an attendance of 15 pupils, taught by 2 instructors. The course of study covers 3 years.

Central University (Baptist) and *Simpson Centenary College* (Methodist Episcopal) have classes in theology for the benefit of those who cannot take a full course.

LEGAL.

The *Law Department of Iowa State University* reports an attendance of 113 students, of whom 25 had received degrees in letters or science. The course of instruction covers one or two years, at the option of the student. It is intended to embrace all branches of a complete legal education, so far as is practicable within the time allotted, and to prepare students for the bar of any State in the Union, special attention, however, being given to the subjects most likely to be useful in western practice.

The *Iowa College of Law*, a department of *Simpson Centenary College*, had 20 students in 1877, of whom 6 had received degrees in letters or science. The course of instruction embraces the whole field of elementary law found in Blackstone, Kent, and Walker, and is so arranged as to be completed in one year, beginning in September and ending in June.—(Return and catalogue, 1877.)

The *Iowa Wesleyan University* provides what appears from the range of subjects embraced to be a fair course of instruction in law, but the number of years in the course is not given. There were 8 students during the year 1876-77.—(Catalogue.)

MEDICAL.

The *Medical Department of the State University* and the *College of Physicians and Surgeons*, at Keokuk, report an attendance respectively of 85 and 230 students in 1877. Total attendance, 315; number of graduates in 1877, 128; resident and non-resident instructors and lecturers, 19. The 3 years' course of medical instruction reported in the State university comprises two full courses of lectures; but, in order to receive the degree of M. D., students must have been engaged in the study of medicine under some reputable practitioner 3 years, including the 2 devoted to the course of lectures. The *College of Physicians and Surgeons* makes the same requirements, but allows 4 years of reputable and regular practice of medicine to be accepted for one of the courses of lectures.—(Returns and catalogues.)

SPECIAL INSTRUCTION.

STATE INSTITUTIONS.

From the State report for 1875-76 and 1876-77 we take the following statistics — the several special schools under State control as reported for 1877:

State College for the Blind, at Vinton, 12 instructors and 102 pupils; *State Institution for Deaf and Dumb*, Council Bluffs, 12 instructors and 153 pupils; *State Reform School* (for boys), Eldora, 3 instructors and 188 pupils; *State Reform School for Girls*, Salem, 5 instructors and 50 pupils; *State Soldiers' Orphans' Home*, Davenport, 3 instructors and 180 pupils; *State Asylum for Feeble-Minded Children*—an addition to the other State schools dating from September, 1875—3 instructors and 85 pupils.

The ordinary branches of an elementary English education are taught in all the schools, as indicated by returns from them, with such industrial occupations as will promote good health and aid in future self support; while to the blind a knowledge of music is imparted and to the deaf-mutes some training in drawing, with a view to the same end. In the State Asylum for Feeble-Minded Children the pleasant method of the Kindergarten system are used to some extent to arouse the dormant intellect and awaken interest in the studies pursued.

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

The twenty-second annual meeting of the State Teachers' Association was held at Cedar Rapids, December 26, 27, 28, 1877.

After the address of welcome by Mr. Hormel and Superintendent von Coelln's response to it, the president of the association, Miss P. W. Sudlow, delivered her inaugural address, in which she ably discussed various topics of interest to educators, viz., Kindergarten instruction, industrial education, the increasing defect of vision in school children and in the educated classes generally, and women as educators. Following this were various addresses and papers; among them "Normal schools, their course of study and degrees," "Political science," "The metric system," "Denominational schools," "Moral training in public schools," "Normal institutes," "Secondary education and preparation for college," "The inductive philosophy in its application to theology," "The prominence that should be given to the English language in the public schools," and "The education of women," the last two being by Hon. J. L. Pickard, of Chicago.

The following, among other resolutions, were passed: One in favor of teaching social and political science in the public schools and one favoring instruction in the principles of morals as well as in scholarship.

The paper on "Secondary education and preparation for college," by Prof. N. C. Campbell, sets forth that the educational field is occupied by two distinct systems, based on widely differing theories, the college system and the public school system; and that our educational scheme can never reach its full usefulness and success until these two features are harmonized and work in mutual helpfulness; that as matters now stand the high school graduate is unfitted to enter college, knowing too little Latin and Greek, however much of everything else. The public school course, it is stated, is judiciously selected and arranged to produce symmetrical mental development and practical knowledge; hence it would seem that the college should adjust its course somewhat to that of the schools; but, as the one system can scarcely be expected to come the whole way to meet the other, a fair compromise should be made by the high school taking some of the natural sciences, literature, and history from the colleges, and teaching a little more Latin, with one year of Greek.—(*Iowa Normal Monthly*.)

CHIEF STATE SCHOOL OFFICER.

Hon. C. W. VON COELLN, *State superintendent of public instruction, Des Moines.*

KANSAS.
STATISTICAL SUMMARY.

	1875-'76.	1876-'77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-21).....	212, 977	232, 861	19, 884	.....
Enrolled in public schools.....	147, 224	157, 919	10, 695	.....
Average daily attendance.....	89, 896	118, 612	28, 716	.....
SCHOOL DISTRICTS AND SCHOOLS.				
School districts in the State.....	4, 658	4, 875	217	.....
Reports from districts.....	4, 442	4, 536	94	.....
School-houses for public schools.....	3, 881	a 4, 008	127	.....
Graded schools with course of study..	556	.....	.....	.....
Average term of school in days.....	103.5	108	4.5	.....
Pupils in private elementary schools..	3, 525	4, 476	951	.....
Teachers in such schools.....	202	.....	.....	.....
TEACHERS AND THEIR PAY.				
Teachers in public schools, men.....	2, 402	2, 772	370	.....
Teachers in public schools, women....	3, 174	3, 279	105	.....
Whole number.....	5, 576	6, 061	475	.....
Average monthly pay of men.....	\$33 66	\$33 19	.....	\$0 47
Average monthly pay of women.....	27 03	29 82	\$2 79	.....
INCOME AND EXPENDITURE.				
Whole receipts for public schools.....	\$1, 244, 688	\$1, 570, 755	\$326, 067	.....
Whole expenditure for public schools..	1, 198, 437	1, 328, 376	129, 939	.....
EXPENDITURE PER CAPITA—				
Of school population.....	\$5 69	\$5 70	\$0 01	.....
Of enrolment.....	8 28	8 41	13	.....
Of average attendance.....	13 56	11 19	.....	\$2 37
STATE SCHOOL FUND.				
Available school fund.....	\$2, 262, 559	b\$2, 036, 000	.....	\$226, 559
Fund, including part not now avail- able.	10, 482, 991	10, 000, 000	.....	482, 991
STATE SCHOOL PROPERTY.				
Value of sites, buildings, libraries, and apparatus.	\$4, 600, 259	\$4, 337, 654	.....	\$262, 605

a The number of school-houses for 1877 is derived, at second hand, from the office of the State superintendent.

b Of this amount, \$1,336,727.98 are deposited in the State treasury; the balance is the (estimated) amount unpaid on school lands already sold.

(Returns from Hon. John Fraser and Hon. Allen B. Lemmon, State superintendents of public instruction, for the two years indicated, with printed report of the former for 1875-'76.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

For general supervision of the educational interests of the State there is a *State superintendent of public instruction*, elected every two years.

For examination of teachers, with a view to the granting of State diplomas valid throughout the State during the life of the holders, or State certificates valid for three or five years, there is a *State board of education*, consisting of the State superintendent, the chancellor of the State university, the president of the State Agricultural College, and the principals of the State normal schools at Emporia and Leavenworth.

For management and investment of the State school funds, including the university fund, there is a *board of commissioners of the school funds*, composed of the State superintendent, secretary of state, and attorney general.

LOCAL.

For supervision of common schools in counties there is in each county a *county superintendent of public instruction*, elected by the people every second year. He must report to the State superintendent each October.

For examination of teachers in each county there are *county boards of examiners*, composed of the county superintendent and two persons appointed by the county commissioners.

For the care of schools in districts, into which counties are divided for local convenience, there are *district boards*, composed of a director, clerk, and treasurer, elected by the voters of the district for terms of three years, one of the three going annually in the order of election, to give opportunity for a change, if called for. Graded school districts, composed of two or more ordinary districts, united for establishment of a graded school, have a board of three officers with the same title elected and changed in the same way.

For the care of schools in cities there are *boards of education*, composed, in cities more than 15,000 inhabitants, of three members for each ward, elected by the qualified voters thereof; in cities of 2,000 to 15,000 inhabitants, of two members for each ward. In each case, there is provision for an annual change of one member.

ELEMENTARY INSTRUCTION.

GENERAL CONDITION.

The figures of the statistical summary before given indicate an advance that is exceedingly encouraging, the increase of 19,884 in the number of youth of school age being met by an increased enrolment fairly corresponding of 10,695 in the public schools, and much more than overtaken by 28,716 additional daily attendance in the schools, with 951 more in private or church schools. The valuation of the State school fund and of the sites, buildings, and other property belonging to the schools has gone down; but not more in proportion than that of almost every other kind of property, while the receipts and expenditures for maintenance of the school system have considerably advanced, and that in the face of a financial pressure affecting nearly every kind of business. No report giving any further information respecting the public schools and their related institutions has been published for 1876-77.

CITY SCHOOL SYSTEMS.

OFFICERS.

As stated previously, in cities of 2,000 to 15,000 inhabitants the general law calls for boards of education, consisting of 2 members, elected by the people from each ward for 2 years' terms; in cities of more than 15,000, of 3 from each ward, elected for terms of 3 years each. In both cases there is provision for a change of one member each year in each ward. City superintendents of schools are the usual executive officers of the boards.—(School laws, 1877.)

STATISTICS.

Cities.	Population.	Children of school age.	Enrolment.	Average attendance.	Teachers.	Expenditure.
Atchison	a12,000	3,000	61,330	1,130	23	\$13,250.
Lawrence.....	a7,500	2,652	1,449	1,210	30	

a Estimated.

b In private and parochial schools about 300 more.

ADDITIONAL PARTICULARS.

Atchison.—No report of the city schools for 1876-77 having been published, the statistics above given contain all our information for that year, except that a return from Superintendent Scott shows 5 school buildings, with 12 primary, 6 grammar, and 4 high school rooms used for both study and recitation, and 4 high school rooms for recitation.

tation only, the buildings, with their sites, furniture, and apparatus, being estimated at \$64,100. The schools were taught for 180 days out of the 200 school days of the year.

Lawrence.—The classification here is the now common one of primary, grammar, and high schools, the course of the first covering 5 years, of the second 2, of the third 3. There was a regrading at the beginning of the school year 1876-'77, making the course consist of whole year grades, instead of partly half year ones, as formerly. This arrangement on the whole has worked more satisfactorily than the former one, and allows of as many promotions as the other, although not of as frequent ones. The high school has a course in English, modern languages, and sciences; also such course in the ancient languages as the board may from time to time prescribe.—(Report for 1876-'77, with return from Superintendent Boles.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

It was mentioned in the Commissioner's Report for 1876 that, in consequence of the failure of the legislature to make appropriations for the support of the three State normal schools, the one at Concordia and that at Leavenworth had been closed for the greater part of that year. A letter from the president of the normal school board at Concordia informs us that the school remained closed at least through 1877, and the absence of either report or return from the school at Leavenworth appears to indicate that it also remains in the same condition. A circular, dated 1877, from the one at Emporia, however, shows that the struggle for existence which it made in 1876 has been successful, and that it is to go on in its work under an arrangement which involves dependence on the proceeds of the sale of lands and on tuition fees. A return for 1877 gives the number of instructors as 6, the number in normal classes as 139, of whom 80 were young women. There are two courses of study, an elementary common school course and an advanced normal and scientific course. The printed circular gives 3 years for the lower course and 2 for the higher; but the written return, of later date, states that the former covers 2 years and the entire normal course 4, indicating a modification made in the autumn of 1877.

NORMAL DEPARTMENT.

The catalogue of the University of Kansas for 1876-'77 states that as no appropriation had been made by law for the support of the normal department for the two years beginning July 1, 1877, the regents had found it necessary to so change the course of study as to lessen the cost of instruction. The common school course which had been taught during 1876 and part of 1877 was therefore dropped, and arrangements made for only a higher normal course of 3 years, to be prepared for either in the preparatory department of the university or in high schools accredited as preparatory schools, and to be prosecuted afterward, as far as respects academic studies, in the regular university classes; as respects common English branches, under students from the upper normal classes, directed and supervised by the principal of this department. Students in the normal department, 120 in 1876-'77; in the higher normal course at the opening of 1877-'78, only 12.

NORMAL INSTITUTES.

To make up in some degree for the lack of normal schools and to bring the means of special training for the various duties of a school within reach of all who either were already teachers or might desire to be such, a law was passed in 1877 requiring county superintendents to hold annually in their respective counties a normal institute of not less than ten weeks' duration for these classes. The expenses of such institutes are to be defrayed from the fee of \$1 paid by each candidate for a teacher's certificate and a registration fee of \$1 to be paid by each person attending the institutes, with whatever additional sum county commissioners might allow, this sum not to exceed \$100. Two or more counties with less than 3,000 inhabitants in each, with the consent of the State superintendent, may unite in holding a normal institute under certain prescribed conditions. An excellent course of study for these institutes has been prepared and issued by State Superintendent Lemmon, and there are indications that they are being held throughout the State. A Kansas paper, in close communication with the office of the superintendent, states that "during the months of July and August, 1877, 60 were held, giving employment to over 200 teachers and providing a first class school of methods to nearly 5,000 other teachers, at a total cost of less than \$16,000. For the support of these schools the State appropriated \$2,800, the counties in which they were held about \$5,000, and the teachers paid the remainder."

The same paper says: "The most noticeable results of this system of establishing a normal school in each county for a term of weeks each year are a gradual raising of the standard of teachers, a development of new and progressive ideas, and a curro-

tion of abuses and [bad] practices in schools, with a general awakening of the people to a sense of their duties and responsibilities in the matter of educating the generations that are soon to follow them."

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

In the absence of a State report, official information respecting this class of schools is wanting, except what comes through the catalogue of the State university. This shows that the proposition made to the high schools of the State to adopt a uniform 3 years' course of study, with a view to linking themselves with the university and having their graduates admitted to its freshman class, has been adopted thus far by only 5 high schools. These are the schools at Atchison, Emporia, Lawrence, Leavenworth, and Winchester. This arrangement implies that the high schools of these cities adopt for themselves the following studies, in connection with the higher English: in Latin, three books of Caesar's Commentaries and three of Virgil's *Æneid*; in Greek, Harkness's First Book and three books of Xenophon's *Anabasis*. Students preparing for a scientific course may substitute for the Greek an equivalent amount of study in natural philosophy and French or German.

Besides the above mentioned high schools, there are others at Burlington, Hiawatha, Manhattan, Salina, and Topeka, at least, with some 50 higher departments in graded schools elsewhere; but from none except the one at Lawrence, where there are 5 teachers, including the principal, are any statistics now available.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory departments of colleges and universities, see Tables IV, VI, VII, and IX of the appendix, and the summaries of these in the Report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES.

Returns for 1877 have been received from 8 universities and colleges of Kansas. For full statistics, see Table IX of the appendix, and the summary of it in the Report of the Commissioner preceding.

In the *Kansas State University*, only 2 of the several departments contemplated have as yet been organized, viz, that of science, literature, and the arts, and the normal department. The former comprises 6 courses of instruction, namely, 2 leading to the degree of A. B. and 4 to that of B. S. A preparatory department has been organized to supply the existing need of suitable preparatory schools, but it is not to be a permanent feature of the university. Approved high schools are expected to do the preparatory work in the near future.

A majority of the colleges in this State are open to both sexes. Five of the 6 which report collegiate students have among the number 56 young women.

COLLEGES FOR WOMEN.

In addition to the provision made for the higher education of women in the colleges just mentioned, one, the *College of the Sisters of Bethany*, at Topeka, is devoted exclusively to this work. The college is chartered, and teaches among other branches music, drawing, painting, French, and German. It has apparatus for the illustration of physics, a gymnasium, and a library of 703 volumes.—(Return.) The bishop of the Protestant Episcopal diocese of Kansas is its president and gives it his personal supervision.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

From the *State Agricultural College*, Manhattan, there is no information additional to that contained in the report of the State superintendent for 1875-76, which showed that instruction was given in farm work, botany, practical horticulture, chemistry, and physics, elementary English and mathematics, higher mathematics, German and French, industrial drawing, mechanical employments, printing, telegraphy, and instrumental music. The number of instructors for that year was 16; of students, 303.

The three scientific courses provided by the *State University* are in chemistry, natural history, and in civil and topographical engineering. The studies in the freshman and sophomore classes are the same as those of corresponding classes in the general scientific course. During the remaining two years the studies are principally those which bear more nearly upon the various divisions of scientific study pursued.—(State report.)

In *Baker University*, *Highland University*, and *Lane University* there are also scientific courses. Total of students in these and in the scientific studies of the State university, according to returns from them, 110.

SPECIAL INSTRUCTION.

KANSAS INSTITUTION FOR THE EDUCATION OF THE DEAF AND DUMB, OLATHE.

This institution has instructed 178 pupils since its foundation in 1866, and had in 1876-77 an attendance of 115, of whom 54 were males and 61 females. The elementary branches of a common school education are taught, besides the employments of printing, shoemaking, and tailoring.—(Return, 1877.)

KANSAS INSTITUTION FOR THE EDUCATION OF THE BLIND, WYANDOTTE.

Forty-two pupils were under instruction here in 1876-77. The branches taught are spelling, Boston type, New York point, music, grammar, elocution, American literature, geology, United States history, geography, arithmetic, and algebra. The employments are, for the boys, brush and broom making, and, for the girls, fancy work and palm leaf hat making. The plan has been recently adopted of paying the boys in the broom shop for their labor, and its results have been excellent. Under it the manufacture of brooms has been increased from 75 dozen to 500 dozen. By this plan, too, such boys as have had to depend on charity for their clothing are nearly enabled to pay for it themselves. Thus there is cultivated a spirit of independence, and business habits are fostered, each boy keeping his own accounts with the shop.—(Return and printed report, 1877.)

CHIEF STATE SCHOOL OFFICERS.

Hon. ALLEN B. LEMMON, *State superintendent of public instruction, Topeka.*

[Term, 1877-1879.]

STATE BOARD OF EDUCATION.

[Term, that of the official tenure of members in their several offices.]

Members.	Post-office.
Hon. Allen B. Lemmon, State superintendent of public instruction	Topeka.
Chancellor James Marvin, D. D., of State University	Lawrence.
President John A. Anderson, of State Agricultural College	Manhattan.
Principal Charles R. Pomeroy, D. D., of State Normal School	Emporia.

KENTUCKY.
STATISTICAL SUMMARY.

	1875-'76.	1876-'77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6-20), white	448,142	459,395	11,253	.....
Youth of school age (6-16), colored	50,602	53,126	2,524	.....
Whole number of school age	498,744	512,521	13,777	.....
Enrolled in public schools <i>a</i>	228,000	208,500	.....	.....
Colored enrolment <i>a</i> .....	.....	19,107	.....	.....
Average attendance	156,000	125,000	.....	17,607
Average attendance of colored youth .....	.....	13,393	.....	.....
SCHOOL DISTRICTS AND SCHOOLS.				
School districts not in cities (white) .....	.....	5,836	.....	.....
School districts (colored) .....	.....	620	.....	.....
School-houses for colored pupils .....	.....	237	.....	.....
Value of these .....	.....	\$83,402	.....	.....
New school-houses built	112	53	.....	59
Value of these	\$21,000	\$23,000	\$2,000	.....
Number of private schools	700	700	.....	.....
Pupils in such schools .....	.....	35,000	.....	.....
Number of academies	75	75	.....	.....
Number of colleges	25	25	.....	.....
TEACHERS AND THEIR PAY.				
Number of male teachers	4,020	4,000	.....	20
Number of female teachers	1,610	2,000	390	.....
Number of colored males .....	.....	331	.....	.....
Number of colored females .....	.....	199	.....	.....
Average salary of males a month .....	.....	\$40	.....	.....
Average salary of females a month .....	.....	35	.....	.....
INCOME AND EXPENDITURE.				
Whole income for public schools	\$1,513,789	\$1,827,575	\$313,786	.....
Whole expenditure for public schools	1,491,000	1,130,000	.....	.....
SCHOOL FUND AND SCHOOL PROPERTY.				
Permanent school fund	\$1,600,000	\$1,600,000	.....	.....
Estimated value of all school property	1,970,000	2,300,000	\$330,000	.....

a The total enrolment for 1876-'77 is probably to be obtained by including the colored enrolment, here given separately, which would leave a decrease of 353 on the (estimated) enrolment of the year before.

(From printed reports of Hon. Howard A. M. Henderson for 1875-'76 and 1876-'77, with written returns to Bureau of Education for the same school years. The financial statement is from the latter, the other statistics mainly from the former; but, as the returns from several counties and many districts have been wanting for both years, the figures used by the superintendent are, in some cases, only the result of an effort to reach an estimate which may come near the truth. Some of the above statistics were published in the abstract portion of the Report of this Bureau for 1876 as for that year; they belonged properly to the school year ending June 30, 1877.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

A State superintendent of public instruction is chosen by the people every fourth year for all the duties connected with a general supervision and annual report of the public schools.

State board of education, in which the attorney general, secretary of state, and two professional teachers selected by the other members of the board are associated with the superintendent, aids him in establishing rules and regulations for the schools, recommending text books, and hearing appeals from the action of county commissioners.

State board of examiners for testing the qualifications of such teachers as desire certificates, good in any county for five years, is formed by uniting with the superintendent two professional teachers selected by him.

LOCAL.

county commissioner of common schools is chosen for each county by the county court at its annual session, and performs the ordinary duties of a superintendent of public schools.¹

county board of examiners, for examining and licensing those who wish to teach in the public schools of the county, is formed in each of these divisions of the State by the county commissioner associating with himself two persons chosen by him. Certificates issued by this board are good within the county for two or four years, according to grade. The board may also select, from the list of text books put forth by the board of education, a uniform series for the county, which shall not be changed more than two years.

school trustees for each district is chosen annually by the people, to engage teachers, provide the needful school buildings, and care for and make annual report of schools; the boards are hereafter to consist of 3 members, one going out each year, to admit of re-election. For colored school districts 3 trustees are appointed by the county commissioner.

ELEMENTARY INSTRUCTION.

GENERAL CONDITION.

Notwithstanding decrease in the distributable school fund, a consequent decrease in State allowance for each child, and considerable complaint of comparatively slight results from the State system, Superintendent Henderson thinks that on the whole there is an increasing interest in common schools. Exclusive of 15 cities and towns in which the schools are well graded and about 500 teachers are employed, schools were taught in 1876-'77 in all but 36 of the 5,836 school districts for white children in the State, and in 532 of the 620 districts for colored children. In the districts in which no schools were held, the failure to have them is attributed to epidemics, fire, or want of suitable and comfortable place. Of the 700 private schools, too, with their twenty-five to thirty-five thousand pupils, many are said to have been in part public schools, common school of the district being taught in connection with the private one, consideration of a certain State allowance for each public pupil, or the latter being extension of the former, as a pay school, after the free school session has expired. At least eight-ninths of the children under instruction in the State, Dr. Henderson holds, are being taught through the agency of common schools; and he conceives that the results achieved are far beyond what could be reached with the same expenditure under any other than a public system. By a comparison of Kentucky with many other States, he shows that the want of still larger and more satisfactory results is to be attributed to a lack of sufficient State aid for the schools, but to the absence of voluntary taxation, supplementary to the State allowance. On this point he says decidedly: "The school system of Kentucky can only be made the equal of that of other States, and success we admire and covet for ourselves, by doing as they have done, namely, to rely solely upon an insufficient and variable State bonus, and by district taxation to raise the necessary funds to lengthen the term and improve the character of the district school."—(State report for 1876-'77.)

SCHOOLS FOR COLORED CHILDREN.

There were 532 schools for colored children taught during the year. Though the aid in these schools by the State is comparatively small, the colored people have by their subscriptions supplemented the public bonus and in many instances had good results. In some localities the farmers, recognizing the value of schools for the colored people, as contributing to the permanency of their labor, have aided in sustaining such schools. That antagonism which at first threatened to overthrow the system or impair its usefulness is rapidly yielding to more enlightened views and to the judicious counsel of prudent, intelligent men of the colored race. In several counties institutes are being organized composed of colored teachers, and colored citizens of the better class are accepting the office of trustee.

There are colored school districts reported in all but 8 counties, aggregating 620 districts. In all but 88 of these districts schools were taught, and in those which had no schools the colored population is sparse and scattered. These results are certainly

¹In addition to the commissioner for the county of Jefferson, there is one for the city of Louisville, elected biennially by the city council.

remarkable for a system that has had strong prejudices to contend against and not more than three years in practical operation.—(State report, 1876-77.)

GRADED SCHOOLS.

The graded schools in the 15 cities and towns where they have been established by Dr. Henderson to be the pride of the citizens and to have so demonstrated their educational efficiency as to awaken no regret except that they were earlier. He wishes every town of 600 inhabitants to endeavor to establish one, and proposes to draft a supplementary article to chapter 18 of the laws, the provisions of which any town may establish a system of graded schools by further special legislation. To aid still further in this good work, he publishes in appendix to his report abundant suggestions as to the proper grading of such schools.—(State report for 1876-77.)

KINDERGÄRTEN.

A Kindergarten of the German and English Academy, Louisville, reports 1 with 25 to 30 children, 4 to 7 years of age, trained in the occupations and apparatus of Fröbel's system, "with excellent results." Another, forming part of Mrs. W. B. Nold's school, in the same city, reports a conductor who is the wife of Mrs. Kraus-Belte's training class in New York City, a teacher of day with 24 pupils, 3 to 8 years of age. In the former the children are under training daily; in the latter, 3 hours. The latter, besides the usual Fröbel occupations, oral lessons in German, has dancing and light gymnastic exercises, and special effects of the training as "decidedly beneficial," fostering habits of obedience, neatness, and patience, cultivating the taste, bringing out latent genius, and imparting grace of motion, polish of manner, and improved physical condition. A third school, which was held in connection with the Female Seminary at Georgetown, is reported by the principal to be discontinued for want of prodding by the parents of the merits of the system, though he himself was with it and believed it a method of instruction for primary classes which would eventually supersede all others.

CITY SCHOOL SYSTEMS.

OFFICERS.

Boards of trustees, differing in number and in term of office in different cities, appear to be the ordinary school officers for the cities of the State, no law prescribing the number or the term. City superintendents serve as executive officers of the boards in the chief cities. In Louisville, besides the board of trustees composed of two members from each ward, there is a board of examiners, composed of the city superintendent and 6 or more professional teachers, chosen by the board, on examination and course of study, to examine applicants for the position of teachers in the public schools.

STATISTICS.

Cities.	Population.	Children of school age.	Enrolment.	Average attendance.	Teachers.	Expenditure.
Covington	35,000	9,800	3,500	2,490	63	
Lexington	15,000	5,989	1,788	1,545	31	
Louisville	125,000	45,000	17,533	11,951	2284	
Newport	18,500	6,500	2,674	1,989	40	

^a Statistics of Louisville are for 1876, none for 1877 having been received.
^b Besides 4 music teachers and 27 teachers of German.

ADDITIONAL PARTICULARS.

Grades in the city schools.—State Superintendent Henderson, in his Kentucky Report, published 1877, says, p. 259: "We have now graded schools in every city of the Commonwealth, with the exception of Bowling Green, and efforts are being made there to establish one."

Covington.—A return from Superintendent Best gives 35 as the number of school rooms; grammar school rooms, 24; high school rooms, 5; sittings in schools, 200; valuation of all school property, \$100,000.

Lexington.—"The educational system here includes colored as well as white and is purely elementary as to both, except that in the most advanced departments each school some studies are attended to which form part of the course of the common schools."—(Letter from Superintendent Harrison.) The number of colored children enrolled was 768; average daily attendance of these, 661; teachers for

school buildings for both white and colored, 9; school rooms, 31; value of school buildings belonging to the free school system, \$40,000.—(Return.)

Louisville.—There are in this city 8 grades below the high schools, the course in which is 4 years, and the enrolment in 1875-'76, of both sexes, 600. For the preparation of teachers, there is a training school in which young women receive special instruction as to methods and discipline, and are then appointed to positions as openings occur. Five of the city schools are for colored children, and in the year covered by the report 3 night schools were maintained, enrolling 888 pupils, with an average attendance of 443 additional to the numbers given in the table. These night schools were open from the third Monday in October to the last Friday in February. They have been for boys and young men. Others for girls and young women are proposed.—(Report for 1875-'76.)

Newport.—The enrolment is the same as that reported for 1875-'76, but the average attendance is 80 less. Schools were in session 10 months. In 1876 the high school was nominally abolished by the board and one class substituted for it called the higher intermediate. Two grades were taught, however, with the assistance of the superintendent, corresponding to the first and second year grades of the former high school, with an enrolment of 48 and average attendance of 37 pupils.—(Report.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

That better teachers are desirable and that normal schools are the great agents to supply them, Dr. Henderson says, no one at all acquainted with the facts will deny. Nor can it be denied that all the States having a well developed system of common schools have supplied such schools as necessary adjuncts to that system. The testimony as to their utility, too, he holds, is uniform. Having addressed inquiries on this subject to a number of representative educators, he received from all substantially the same reply, namely: "They are invaluable auxiliaries to our system;" "they have improved the qualifications of our teachers 60 per cent.;" "the normal graduates are always preferred;" "the normal graduates raise the aspirations of the teachers and induce them to study and pursue the approved methods of the new education;" "by teaching in the institutes they multiply themselves through inducing others to adopt their methods;" "they have proven a grand power in grading and disciplining our schools;" "they have elevated, in the public sentiment, the esteem in which teaching is held;" "by all means secure them for your State at the earliest possible moment;" "once tested you will wonder that you have done without them so long;" "nothing yields so large a dividend on the cost."

As a means of securing such valuable aids to the State system with very little extra cost, Dr. Henderson suggests the addition of two normal professors to the present staff of the Agricultural and Mechanical College, utilizing the other professors for such branches as would fill out a good normal course. This plan would yield the full means of instruction at a cost of only about \$5,000 annually beyond what is now incurred. Then, to secure normal students, he would have 200 young men selected by the county courts of claims and sustained at the college out of the interest of the surplus school moneys, which, now amounting to \$339,000, have been bonded by the State and yield for distribution nearly \$20,000. This sum, apportioned to the counties in proportion to school population, gives, in most cases, less than two cents a child, an amount so little appreciable in results that Dr. Henderson thinks there would be a real gain in appropriating the whole surplus bond revenue, with the consent of the several counties, to the proposed training of 200 better teachers annually for the schools. If the plan thus outlined should be carried out, it would give the State a normal school, in connection with its own existing college, at an expense of only \$5,000 annually, to begin with, additional to the present cost of schools—a small sum for a large State and as a means to a great benefit.

Other plans for securing normal instruction, less practicable and more expensive, have been suggested: (1) that the State establish a normal professorship in each of the colleges within it and in several of the female seminaries; (2) that a faculty of normal professors should be organized, who should constitute a peripatetic school, travelling from one section to another and holding at each point a session of two to four months; (3) that several schools for training teachers, with a grand central normal university, should be established.

Pending the discussion of these plans for State normal school training, the dependence for special preparation of teachers has to be on the normal departments of Berea College and Columbus College; the Kentucky Normal School of Messrs. Vance and Campbell, at Carlisle;¹ the Glasgow Training School, under A. W. Mell, at Glasgow;

¹Graduates of the normal courses in this school have, by the charter, a right to teach in the common schools of the State for five years without examination by either the State or county boards.—(Circular of school, 1877.)

the Normal School at Morgantown, under W. J. Finley; and the Louisville Training School, connected with the school system of that city. For statistics, see Table II in the appendix, and a summary of it in the Commissioner's Report preceding.—(See report for 1876-'77 and returns of normal schools to Bureau of Education.)

TEACHERS' INSTITUTES.

Institutes for fuller instruction of teachers were held during 1877 in nearly every county, and were largely attended. The reports respecting them made to the superintendent were uniform in attestation of their value. The State regards these institutes of such importance as to require the attendance of teachers, prescribing the penalty of forfeiture of certificate when there is wilful absence.—(Report of superintendent, 1876-'77.)

EDUCATIONAL JOURNAL.

A great aid to the fuller preparation of teachers for their work is now afforded by useful educational journal established in 1876 and still continued. This is the *Eclectic Teacher*, published monthly at Carlisle, and containing, besides much matter for the teachers, the official decisions of the State superintendent, with intelligence from correspondents in a considerable number of the Southern States. In this last respect especially it supplies a need that has been long and deeply felt.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The report of Superintendent Henderson for 1876-'77 contains no definite information as to this class of schools, and the returns from the few cities reporting add little to our knowledge either of the number of them or the pupils in them; there are teachers, with 46 pupils, at Cynthiana; apparently 3, with 175 pupils, at Covington; 1, with 48 pupils, at Newport; and 20, with 660 pupils, at Louisville. The figures for Louisville are for 1876, and the high school there is spoken of in exalted terms of commendation by the committee on examinations.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix, and the summary of these in the Commissioner's Report preceding.

SUPERIOR INSTRUCTION.

COLLEGES.

The colleges reporting for 1877 number 10. Four of these admit both sexes.

For statistics under this head, see Table IX of the appendix, and a summary of them in the Report of the Commissioner preceding.

The *State University*, with buildings valued at \$250,000 and productive funds yielding an income of \$25,000 annually, comprises the Agricultural and Mechanical College of Kentucky; there are also colleges of arts, of law, of medicine, of the Bible, and commercial college. In all departments, the faculty numbered 24, the students 301.

No information has been received for 1877 from Warren College, Murray Institute and Central and Kentucky Wesleyan Universities.

The departments and courses of instruction in those which send catalogues remain the same as reported in 1876.

COLLEGES FOR WOMEN.

For full statistics of these institutions, see Table VIII of the appendix, and a summary of this in the Report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

[For statistics under this head, see Tables X-XIII of the appendix, and summaries of them in the Report of the Commissioner preceding.]

SCIENTIFIC.

The *Agricultural and Mechanical College of Kentucky*, a department of the State university, has a 4 years' course of instruction, embracing 9 separate schools, namely: English language and literature, mental and moral philosophy, mathematics, chemistry and physics, natural history, civil history, modern languages, civil engineering and mining, and military tactics. All students are required to spend a portion of the time in active labor, either in the agricultural or horticultural department, and they are left free to elect either compensated or uncompensated labor. Those who desire

pay a portion of their expenses are required to labor from four to five hours each day, six days in the week, upon the farm. Each legislative district in the State is entitled to send to this college, free of charge for tuition, three properly prepared students. Such students are also entitled to receive, free of charge, instruction in the college of arts of the university and in the department of biblical instruction. There were 110 students in 1877 in the agricultural college, taught by 8 instructors.—(University catalogue, 1877.)

THEOLOGICAL.

The *Theological Seminary of the Presbyterian Church*, at Danville, provides a 3 years' course of strictly professional study, and requires for admission that the applicant be a graduate of a college or that he stand an examination on the ordinary college course. Its number of students in 1877 was 15, of whom 12 had received degrees in letters or science.—(Return and catalogue.)

The *Southern Baptist Theological Seminary*, at Louisville, has a course of instruction which comprises 8 distinct and independent schools, and is completed in 3 or 4 years, according to circumstances. The studies of each school (except Hebrew and Greek) are finished in a year; the classes of the various departments meet at such hours as not to conflict; and thus a student may enter for a single session and take up and complete such subjects as he selects. Number of matriculated students, 88.—(Catalogue, 1877.)

The course of theological instruction at *Georgetown College* has been so arranged that it can be pursued concurrently with studies in the college, but neither its extent nor the number of students engaged in it is given in the catalogue for 1877.

The *College of the Bible*, in the Kentucky State University, had an attendance in 1877 of 51 students. The course of instruction covers a period of 2 years.—(Catalogue.)

LEGAL.

The *Law Department of the State University* provides a 2 years' course of study which is designed to be complete and thorough, except in merely local law and practice. There is no note of any preliminary examination or requirement for admission. A diploma, however, is granted only after a rigid written examination; it is a license to practise law in the courts of Kentucky. There were 19 students in 1877.—(University catalogue, 1877.)

MEDICAL.

The *Medical College of Kentucky University* has been reorganized during the last year, and claims to offer inducements equal to those of any other medical college in the State. Attendance upon three courses of lectures, each of 8 months, is requisite for graduation.

The *Hospital College of Medicine*, which is the medical department of Central University, provides, in addition to the didactic course, abundant facilities for clinical instruction. For graduation, a 3 years' course of study of medicine under a regular practitioner is required, including two full courses of lectures; the latter course must have been in this institution. The student must also have dissected at least one session in this or some other medical school, must have followed the practice of a hospital, and must have passed satisfactorily severe didactic and clinical examinations. There were 87 matriculates during the session of 1876-77, and at the beginning of the following session there were 75.—(Annual announcement and return, 1877.)

The *Louisville College of Pharmacy* has a course of instruction which includes chemistry, botany, materia medica, and pharmacy. The annual course of lectures begins in October and closes in March. Attendance upon 2 courses, with at least 4 years' apprenticeship in the drug business, is required for graduation. Number of students, 19.—(Return and seventh annual announcement.)

SPECIAL INSTRUCTION.

KENTUCKY INSTITUTION FOR THE DEAF AND DUMB.

This is at Danville, and has been in operation since 1824. It is a school for the training of the senses and the improvement of the mind. As in the case of the blind, every deaf-mute in the State of sound mind and body may receive all the benefits of this institution gratuitously for seven years. The studies pursued are reading, writing, arithmetic, grammar, geography, history, natural history, physiology, the Bible, morals, and manners. There is no return of statistics for the year.—(State report, 1876-77.)

KENTUCKY INSTITUTION FOR THE BLIND.

This place for training the unfortunate is in the neighborhood of Louisville. The course of instruction embraces everything taught in the common schools, with special tuition in music and various trades. Every child in the State whose eyesight is too defective for education in the common schools may obtain instruction free, and, in

case of destitution, may be clothed as well as taught and fed for seven years. The boys are taught, in connection with their other studies, to make brooms and mattresses, to do upholstering, and to cane chairs. The girls are taught to knit, to sew by hand and with machines, and to do various kinds of fancy work. Students in the last year, 95; teachers, including principal, 20.—(State report, 1876-77, and special return.)

KENTUCKY INSTITUTION FOR THE FEEBLE-MINDED.

The school is situated near Frankfort. Its object is not to furnish an asylum for unimprovable idiots, but a State school for improvement of feeble-minded children. The fullest term of residence is 10 years. As mental imbecility is often a fruit of physical weakness, special attention is paid to gymnastic exercises, and every muscle of the body is daily brought into play by calisthenic movements timed to music. In several instances, through improvement of the bodily health, this has resulted in great mental benefit, while the general school training is said to show results proportionately equal to those realized in public schools. Pupils in 1876-77, 127; teachers, 4, with 18 other employes.—(State report for 1876-77, and special return.)

LOUISVILLE HOUSE OF REFUGE.

This institution gave reformatory, industrial, and literary training during 1877 to a total of 322 children, of whom 25 were colored, a department for such having been opened in September of that year. Besides the elements of an English education the inmates are taught laundry work, sewing, shoemaking, cane seating, and basket weaving, those with musical ability being also taught music and exercised as a band.—(Report for 1876-77.)

EDUCATIONAL CONVENTIONS.

STATE TEACHERS' ASSOCIATION.

The annual meeting of this association was held in Louisville, August 13, 1877. Owing to the fact that the National Educational Association was to meet the following day, no programme had been prepared, and the session was principally devoted to business. This accomplished, Superintendent Henderson, president of the State association, spoke at length on the subject of a school tax, arguing for voluntary local taxation in school districts to supplement the State apportionment and secure longer terms and better teachers. He said he had obtained the passage of a law permitting this and giving every town that desires to improve the character or extend the time of the public schools a right to vote a tax of 30 cents on the \$100 and every country district a tax of 25 cents. This, he said, is the only way in which a good public school system can be built up, and not till the notion is eradicated that the public bonus must pay all the costs of the schools, without such local aid, can the system of the State reach the perfection and effectiveness to be desired. By invitation, Superintendent Wickersham, of Pennsylvania, gave a sketch of the system of common school education in that State. He especially commended township organization, and reinforced the ideas of Dr. Henderson respecting direct local taxation for support of schools; he said he did not desire a large State bonus, thinking it an evil rather than a good; and he wanted from the State little more than an organization, officers, laws, blanks, and normal schools, preferring to depend mainly on the people of a district for supplying further needs. President W. F. Phelps, of the Whitewater Normal School, Wisconsin, was then introduced. He explained the Wisconsin system of improving teachers by normal school and institute instruction, and commended this as the surest and most direct way of bettering the common schools through the improvement of those who have them in charge. The session, though a brief one, was thus made useful, and it is hoped that it may bear good fruit.—(State report for 1876-77 and Educational Weekly, August 23, 1877.)

DISTRICT ASSOCIATIONS.

During the year 1876-77, five district associations of teachers were formed, each district embracing several counties, the objects being the discussion of educational themes, with a view to individual and mutual improvement and a more intimate acquaintance with each other on the part of persons laboring in neighboring fields. The five associations formed are termed "The Central Kentucky," "The Metropolitan," "The Green River," "The Southwestern Kentucky," and "The Northwestern." It is proposed to establish at least two others, embracing the counties not included in the foregoing list.—(State report, 1876-77.)

STATE ASSOCIATION OF COLORED TEACHERS.

A convention of representative colored teachers and trustees was held in Frankfort, August 22, 1877, in response to a circular call issued by Superintendent Henderson. A permanent association was organized under the law, a constitution and by-laws

d officers elected. Dr. Henderson, in opening the convention, said that he the call to organize an educational association which should be perfectly l sectarian and political influences, and whose aims should be to secure an it of the teachers by union of effort, to ascertain the real wants of the col-nd to lay before the legislature the necessities and desires of colored citi-meeting was subsequently addressed by J. M. Maxwell, of Louisville, and he importance of unity, mutual sympathy, and coöperation in efforts to ducation of the colored children, as well as on the encouragement to such the friendly feeling of many white people on this subject. jourment, a resolution was adopted for the organization of county teach-ions auxiliary to this, and a circular was subsequently issued by Dr. Hen-ting county commissioners to form both county associations and institutes n teachers of colored schools could be assembled with the trustees of such

meeting of the association was appointed to be held in Danville, August 7, ding annual meetings to be always held on the first Wednesday of August .—(Report of State superintendent, 1876-77, and special pamphlet report.)

OBITUARY RECORD.

PROFESSOR NATHAN L. RICE, D. D.

ce, though with few particulars, has reached the Bureau that this reverend widely known as pastor of important churches in some of our chief cities, of several considerable works, died in June, 1877, in Kentucky, which was tate, and in which he had filled for several of his later years the position fessor of theology at the Danville Theological Seminary.

CHIEF STATE SCHOOL OFFICERS.

HOWARD A. M. HENDERSON, *State superintendent of public instruction, Frankfort.*

[Second term, 1875-1879.]

STATE BOARD OF EDUCATION.

Members	Post-office.
A. M. Henderson, State superintendent, ex officio president	Frankfort.
rd Johnston, secretary of state.....	Frankfort.
z. Moss, attorney general.....	Frankfort.
rmew, school principal.....	Louisville.
is, superintendent of Kentucky Military Institute.....	Farmdale.
nt, secretary.....	Frankfort.

STATE BOARD OF EXAMINERS.

Members	Post-office.
A. M. Henderson, State superintendent.....	Frankfort.
superintendent of Frankfort City schools	Frankfort.
ncipal of Kentucky Eclectic Institute.....	Frankfort.

LOUISIANA.

STATISTICAL SUMMARY.

	1875-'76.	1876-'77.	Increase.	Dec
POPULATION AND ATTENDANCE.				
Youth of school age (6-21)	274, 688	<i>a</i> 266, 033	-----	-----
Enrolled in public schools	74, 307	85, 000	10, 693	-----
Average attendance in such schools ..	52, 315	<i>b</i> 54, 390	2, 075	-----
Pupils in private schools	-----	20, 693	-----	-----
SCHOOLS.				
Public schools reported	-----	1, 044	-----	-----
Public school-houses	-----	323	-----	-----
Average time of school in days	97	135	38	-----
Valuation of public school property ..	\$803, 062	\$736, 575	-----	-----
Private schools; elementary, 246; secondary, 60.	-----	306	-----	-----
TEACHERS.				
Teachers in public schools	1, 615	1, 507	-----	-----
Average monthly pay of men	\$31	\$45	\$14	-----
Average monthly pay of women	31	35	4	-----
Teachers in private schools	-----	638	-----	-----
INCOME AND EXPENDITURE.				
Whole receipts for public schools	\$776, 009	\$467, 368	-----	\$3
Whole expenditure for such schools	<i>c</i> 776, 009	<i>d</i> 369, 829	-----	4

a Whites outside of New Orleans, 88,567; colored outside of New Orleans, 108,548. Mr. Le xviii of his report, protests against this enumeration as imperfect or unfair in presenting a pop of school age smaller than in 1874.

b Whites, including New Orleans, 31,911; colored, 21,849; estimated enrolment in parial reporting, 1,330.

c This includes salaries of secretaries, porters, and portresses in the New Orleans City school; payment of previous indebtedness of parish school boards, and \$82,921 of funds in the hands of school board treasurers; this last included to make a balance.

d This includes payment of \$23,691 of claims under previous boards.

(From return of Hon. William G. Brown, then State superintendent, for 18 and report and return of Hon. Robert M. Lusher, State superintendent of public tion, for 1877.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

For supervision of the State school system, there is a *State superintendent of education*, elected by the people every 4 years, with the duty of general visitation and annual report.

For control of all free public schools established and maintained by the State is a *State board of education*, composed of the governor, lieutenant governor, sec of state, attorney general, State superintendent of public education, and 2 ci appointed by the governor for a term of 4 years.

LOCAL.

For care of all public school interests in the several parishes—divisions of the which answer to counties elsewhere—there are *parish boards of directors*, of 5 to 9 bers, appointed from the citizens of the parish by the State board of education, in the parish of Orleans, where only 8 members of a board of 20 are so appo Their term of service is 4 years. They fix the bounds of school districts, app

nds to these according to the school population, examine and license teachers, and visit and annually report upon the schools.

The parish boards may, at their discretion, appoint *auxiliary visiting trustees* for each ward or school district in their respective parishes, requiring such trustees to make quarterly reports to them of the condition, prospects, and needs of the schools put under their care.—(School law of 1877.)

ELEMENTARY INSTRUCTION.

THE REORGANIZATION OF THE SCHOOL SYSTEM.

The year 1877 was one of reorganization of the public school system of the State, rather than of marked success in achieving educational results. A good foundation for such results appears, however, to be laid. The following is the system outlined in the published rules of the new State board of education:

1. The public schools of the State are to be designated as elementary, academic, and normal schools.

2. The elementary schools in cities and towns are to contain six or more grades, designated ordinarily as first, second, and third primary and first, second, and third grammar departments. In sparsely settled districts liberty is given to unite the primary and grammar grades.

3. In the primary departments are to be taught spelling (oral and written), the rudiments of reading, writing, geography, arithmetic, and familiar science. In the grammar departments instruction is to be given in the definition and derivation of words, dictation, reading, writing, arithmetic, grammar, geography, the history of the United States, elocution, composition, declamation, the elements of the natural sciences, and, where practicable, vocal music and drawing are to be added.

4. The academic schools are to be for the continued instruction of such youths over 14 years of age as are competent to pursue those branches which, in optional courses suited to their known aptitudes, will fit them for business pursuits or for admission to the normal schools or to the agricultural and mechanical college or State university of Louisiana.

5. The normal schools are to be for the general improvement of young teachers who desire promotion in the primary or grammar grades, and for the professional training of such graduates of academic schools as desire to become teachers.

6. The scholastic year is to commence on the first Monday in January; and in every school district there are to be kept, for at least 24 weeks in each year, at such times as the local board may deem most appropriate, a sufficient number of schools for the instruction of all the children who may legally attend public schools therein.

It is further ruled that in all the schools a public examination shall take place at least once in each year; besides which, all the classes in academic and normal schools shall be subjected to written examinations in each branch of study, when it is completed.—(State report for 1877.)

NEED OF SUPERVISION.

The former division superintendents having been dropped in the reorganization of the school system, Superintendent Lusher suggests to the legislature the need of a much more active supervision of the rural schools than can be looked for from the unpaid parish boards or the auxiliary visiting trustees appointed by them. A parish superintendent or kindred officer is needed to select good places for the schools, to persuade the local authorities and citizens to provide and furnish school-houses, to induce proper persons to prepare themselves for teaching, to aid in examining those who propose to teach, to inspect the schools from time to time and improve the methods of instruction, and to introduce a system of half day schools for younger children, or some other practicable system by which teachers may extend the benefits of instruction alternately to groups of children in different localities.

The legislature having failed to make provision for such superintendents, action has in some instances been taken by the parish boards. The parishes of Avoyelles, East Baton Rouge, Livingston, and St. James have taken the lead in securing for their schools the supervision needed, and it is hoped that the beneficial results ensuing may induce others to follow their example.—(State report, 1877.)

KINDERGARTEN.

The State superintendent, in his report respecting private schools in New Orleans, speaks of a Kindergarten department of the Loquet-Leroy Collegiate Institute, independent of the primary, elementary, and academic departments, which was introduced in the fall of 1877. It is intended to be a means of preparing young children, through Froebel's pleasant methods, for intelligent entrance on the studies of the primary department.—(Report.)

CITY SCHOOL SYSTEM.

NEW ORLEANS.

Officers.—A board of 20 directors, 8 appointed by the State board of education and 12 by the city administrators, for terms of 4 years, with a superintendent appointed by the board for the same term.—(School law of 1877.)

Statistics.—Population of the city at the last census, 1870, 191,418; estimated present population, 203,000; youth of school age (6-21) at last enumeration, in 1874, 68,971; enrolled in public schools, 22,518; average enrolment, 18,713; average daily attendance, 15,366. Schools, 71, of which 4 were academic, 46 grammar, 17 primary, and of mixed grades; teachers, 435, of whom 28 were men; average daily attendance at each teacher, 37; expenditure for public schools, \$235,415.

Besides the enrolment in the public schools above given, the State report gives 16,000 pupils in 125 private schools, under 400 teachers, making a total enrolment of 38,518 in all the schools of the city.

Additional particulars.—When the present board assumed direction of the city schools in April, 1877, it found that the expenses of the schools had been based on figures largely in excess of the means at its disposal, and that, for the three months preceding, there were due the teachers and other employes about one hundred and fifteen thousand dollars, which sum was more than \$40,000 in excess of the allowances for those months. The only choice, in such a case, was between a reduction of the force employed and a reduction of their salaries. The latter painful alternative was resorted to and the pay roll was cut down from nearly forty thousand dollars a month to less than twenty-five thousand dollars; while, to aid further in making the income meet the expenses, the schools were ordered to be closed from June 30 to October 15, and all payments of the salaries of teachers suspended for this long vacation.

There being 1,200 applicants for the 447 teachers' places then existing, it was ordered in the spring that all teachers should vacate their positions June 30, 1877, and new appointments be made only after a competitive examination. This was done; with what result as to the reappointment of former teachers is not stated.

The want of means for repair of old and poor school-houses has been, to some extent, remedied by the benefits derived from the McDonogh school fund. The administrators of that fund, within a few years past, have erected seven substantial school buildings, besides three that were erected before the war, in a great measure from the same fund. Two of these buildings, large and well built of brick, are appropriated to the use of colored children; another is probably by this time in process of erection. All built since the war bear the name of the donor of the fund, with the numbers 1, 2, 3, &c., to indicate the order of erection.

The present school board, by a nearly unanimous vote, has decided that, as the effort to educate together under the constitution the white and colored children has proved at many points a failure, separate schools shall hereafter be maintained. With a view to secure to the colored children full advantages, a special academy for their use has been instituted, together with a normal school to educate teachers of their own race. For statistics of this school, see Training of Teachers following, and for some account of the city high schools see Secondary Instruction.—(Report of New Orleans schools, in State report for 1877.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

Since the wreck of the first teachers' seminary in the Southwest, which was established by the legislature of Louisiana in the session of 1859-'60, the existence of normal seminaries and departments has been wholly due to the benevolence of Mr. Peabody and other benefactors. Through generous donations from the Peabody fund there have been established (1) the *Peabody Normal Seminary*, No. 247 St. Charles street, New Orleans, for the training of white youths over 16 years of age who are graduates of high schools or other institutions in a 2 years' course, covering all the branches taught in the common schools, with the option of a further course in higher studies; and (2) the *Peabody Normal School for Colored Students*, corner of Royal and Hospital streets, New Orleans, which also has a 2 years' normal course for graduates and advanced scholars over 17 years of age. In the fall of 1877, the former had in its normal department 3 teachers and 90 students, besides 1 teacher and 42 pupils in a preparatory department. The latter, in December, 1877, had 2 teachers and 40 students.

Then, in the same city, *Straight University*, the *New Orleans University*, and *Leland University* give special instruction in the common school branches, and to some extent in school management and discipline, to such students as desire to be prepared for teaching. The catalogue of Straight University for 1877-'78 showed 118 normal students as present in the fall term. From the other two there are no statements of the number of such students in any part of 1877.—(State report and catalogues of institutions.)

TEACHERS' INSTITUTES.

The provision made for these in the school law of 1870 does not reappear in the new law of 1877, the division superintendents by whom they were to be held having been dropped.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The only schools of this class fully reported are 4 in New Orleans, now known as academic departments of the public schools there. One of these is for white males, 2 for white females, and the fourth for advanced colored pupils, apparently all girls. In these, under 14 teachers, were registered 86 white boys in 1877, with 228 white girls and 10 colored girls; total registration, 324; average attendance, 310. The course in these schools is limited to 2 years, and is to embrace 4 departments: English literature and language, mathematics and book-keeping, physical science, and ancient and modern languages. Graduates, 92 in 1877.

Besides these there appears the Guion Free Academy, at Thibodeaux, with 3 teachers and 100 pupils, but without clear indication whether these are all of high school grade.—(State report.)

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory departments of colleges or universities, see Tables IV, VI, VII, and IX of the appendix, and the summaries of these in the Commissioner's Report preceding.

It may be said, however, that the State superintendent, in his return to this Bureau, indicates the existence in the State of 60 private schools corresponding to the public high schools. Assigning to such schools an average of 30 pupils, there would be in them 1,800 pupils. A generous amount of space is given to these schools in Mr. Lusher's report, and the impression produced by his accounts of them is that several are of quite high grade.

SUPERIOR INSTRUCTION.

COLLEGES.

Returns or printed reports for some portion of the year 1877 have been received from 6 colleges and universities. For statistics of these, with any others that may report themselves, see Table IX of the appendix, and a summary of this in the Report of the Commissioner preceding.

St. Charles College reports that, owing to the impoverished state of the country, to the difficulty of communication, and partly, also, to the indifference of the people to a classical education, the number of collegiate students there "has dwindled down to nothing, or nearly so." *Leland and Straight Universities*, so called, are schools for the colored race. *Leland* has a theological course of instruction and a scientific one of 3 years. *Straight*, besides primary, preparatory, normal, law, and theological departments, has a classical course of 3 years.

A new State institution was constituted by the union of the State university and the agricultural and mechanical college, under an act of 1876, promulgated June 1, 1877. It bears the united titles of the two institutions and commenced its session in October, 1877, that being the eighteenth session of the university and the fifth of the agricultural college. The facilities for instruction embrace much philosophical and chemical apparatus, large museums of natural history, good appliances for instruction in engineering, a library of fully 14,000 volumes, and a good equipment of small arms and artillery for military exercises.

COLLEGES FOR WOMEN.

For full statistics of these institutions, see Table VIII of the appendix, and the summary of it in the Report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

[For statistics under this head, see Tables X-XIII of the appendix, and the summaries of these in the Report of the Commissioner preceding.]

SCIENTIFIC.

The *Agricultural and Mechanical College* aims not only to afford pupils the means of instruction in agriculture and the mechanic arts but also to encourage them to pursue such studies. It is the intention to carry out faithfully the object of the federal law creating the agricultural and mechanical college and of the legislature in uniting that college with the State university. To make, on the one hand, intelligent planters, farmers and skilled managers of plantations and, on the other, to train mechanics, the scientific principles of their professions are among the leading objects.

is absolutely free and is so declared by a legislative enactment.—(State report 1876-77.)

THEOLOGICAL.

Leland University and *Straight University* report theological departments att respectively by 28 and 11 colored students preparing for the ministry. At the fi the theological department is designed to embrace biblical interpretation, c history, Christian theology, pastoral theology, and homiletics. A fuller cou studies will be arranged as soon as the advancement of the students shall m advisable. At *Straight University* the course appears to be essentially the sa (Catalogues for 1876-77 and 1877-78.)

LEGAL.

A two years' course of instruction in legal studies is given in the *Law Departm the University of Louisiana*. This university has thus far organized only two profes schools, namely, of law and of medicine. The methods of instruction are lecture positions, examinations in connection with these, and moot courts. *Straight Univ* also reports a 2 years' course of instruction in law, with an attendance of 17 studen (Printed report of law department of the former and catalogue of the latter.)

MEDICAL.

The *Medical Department of the University of Louisiana* reports an attendance o students, and a 3 years' course of instruction, which includes attendance upon two plete courses of lectures. The act establishing this department gives it the use o Charity Hospital as a school of practical instruction.—(Return and circular.)

The *Charity Hospital Medical College*, at New Orleans, has a course similar in a to the foregoing. Its college building is directly opposite the gates of the Ch Hospital, and several hours of each morning are devoted to bedside teaching.— ular.)

In the *New Orleans Dental College* the curriculum has been raised to meet the den of the age for higher professional attainments. Candidates for graduation must attended at least two full courses of lectures, exclusive of the usual two years' pupilage. The departments of instruction are theory and practice, institutes of icine and dentistry and special therapeutics, science of dental mechanism, chem operative dental surgery, anatomy, dental materia medica, clinical dentistry, physiology.—(Tenth annual announcement.)

SPECIAL INSTRUCTION.

LOUISIANA INSTITUTION FOR THE EDUCATION OF THE DEAF AND DUMB, BATON RM

No information later than that given in the report for 1876 has been received this institution. In addition to the literary branches usually taught in such sc instruction was then given in type setting and presswork. No training had bee vided in other employments for want of means to purchase the necessary mater (Report of trustees, 1876.)

LOUISIANA INSTITUTION FOR THE EDUCATION OF THE BLIND.

This school was organized at Baton Rouge in 1871, and has had under instruct pupils. The number in 1877 was 30. It is sustained by the State, from which : were received during the year. No permanent home has been provided for the s which is still kept in rented buildings. All the common school branches are t besides the employments of broom making, mattress making, and cane seating- turn and report for 1877.)

CHIEF STATE SCHOOL OFFICERS.

Hon. ROBERT M. LUSHER, *State superintendent of public education, New Orleans.*

[Term, 1877-1881.]

STATE BOARD OF EDUCATION.

[Term, 1877-1881.]

Members.	Post-off
His Excellency F. T. Nicholls, governor, president of the board	New Orleans
His Honor Louis A. Wilts, lieutenant governor	New Orleans
Hon. W. A. Strong, secretary of state	New Orleans
Hon. H. N. Ogden, attorney general	New Orleans
P. B. S. Pinchback, citizen appointee	
John P. Casalar, citizen appointee	

MAINE.
STATISTICAL SUMMARY.

	1875-'76.	1876-'77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (4-21)	218,490	217,417	-----	1,073
Registered in summer schools	126,482	125,455	-----	1,027
Average attendance in these	99,106	100,982	1,876	-----
Per cent. of average attendance to registration.	79	80	1	-----
Registered in winter schools	129,903	132,865	2,962	-----
Average attendance in these	105,976	107,653	1,677	-----
Per cent. of average attendance to registration.	82	81	-----	1
Whole number of different scholars registered.	156,148	155,428	-----	720
Per cent. of average attendance to this number.	80	80	-----	-----
SCHOOL DISTRICTS AND SCHOOLS.				
Number of districts in the State	3,972	4,039	67	-----
Parts of districts	350	354	4	-----
School-houses	4,261	4,222	-----	39
Number in good condition	2,802	3,014	212	-----
Number built in the year	86	86	-----	-----
Cost of the new buildings	\$164,399	\$62,766	-----	\$101,633
Value of all school property	3,005,290	3,022,722	17,432	-----
Average length of summer schools in days.	57	57	-----	-----
Average length of winter schools	60½	60½	-----	-----
Average for the year	117½	117½	-----	-----
TEACHERS AND THEIR PAY.				
Male teachers employed in summer	209	228	19	-----
Male teachers employed in winter	2,151	2,253	102	-----
Female teachers employed in summer	4,284	4,553	269	-----
Female teachers employed in winter	2,351	2,361	10	-----
Graduates of normal schools teaching	290	314	24	-----
Average pay of males a month ^b	\$35 45	\$32 76	-----	\$2 69
Average pay of females a week ^b	4 26	4 14	-----	12
INCOME AND EXPENDITURE.				
Whole receipts for public schools	\$1,090,445	\$1,067,104	-----	\$23,341
Whole expenditure for public schools	1,248,762	1,170,668	-----	78,094
EXPENDITURE PER CAPITA—				
Of school population	\$5 00	\$5 11	\$0 11	-----
Of enrolment in schools	7 01	7 15	14	-----
Of average attendance	10 67	10 65	-----	\$0 02
STATE SCHOOL FUND.				
Amount of available fund	\$400,558	\$400,500	-----	\$58

^aThis, in a written return, is 4.543.

^bThese rates are exclusive of board, the average cost of which is \$9.08 a month.

(From report of Hon. W. J. Corthell, State superintendent of public instruction, for

REPORT OF THE COMMISSIONER OF EDUCATION.

school year closing April 1, 1877, with returns from him to the Bureau of Education for the two years indicated, the financial statement being from the latter.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

For supervision of all the common schools, direction of studies, giving advice on committees, and making annual report to the supreme authorities, there is a *state superintendent of public instruction* appointed by the governor and council for a term of 3 years or during the pleasure of the executive.

LOCAL.

For the supervision of the schools of towns and districts contained in them, directing local studies, choosing text books, examining and certifying teachers, making reports, &c., every town elects by ballot at its annual meeting one member of a *school committee of three*, or in the same manner a *town supervisor of schools*, in which case the committee is dispensed with. Towns may also, and if they do not districts must choose *school agents* for the care of school-houses, engagement of teachers, returns of the school children, and calling of district meetings. Districts may choose committees to superintend the expenditure of the school moneys raised by them.—(School laws of Maine.)

ELEMENTARY INSTRUCTION.

GENERAL CONDITION.

A gradual decrease of population, and consequently in many places of production and of wealth, is evidently telling to some extent upon the schools, notwithstanding the exertions of a young and active superintendent and of many excellent school officers. Hence we find 1,073 fewer persons of school age, a decrease of 720 in the number of different scholars registered, and a percentage of average attendance of such scholars not increased. There are, however, more school-houses, a larger number of them in good condition, more teachers to the fewer scholars, and an increase in the number of those from normal schools. The reason why there are no more of the graduates from these schools is said by the superintendent to be that "agents have in many cases refused to give these graduates \$4 a week and have hired for \$3 girls of 16, who were incompetent and whose influence on the pupils was bad so far as intellectual growth is concerned." The result of this injudicious parsimony has been that 34 of the graduates of the normal schools, after redeeming their pledge to teach two years in the schools of the State, have gone elsewhere.

The great difficulty in the way of improvement seems to be the division of the State into districts altogether too minute. "There were several hundred schools during the past year which averaged 5 scholars or less, several hundred averaged less than 1, and 1,000 averaged less than 20. To carry on these schools costs the same for school-houses, repairs, fuel, board of teachers, &c., as for schools of 40 pupils." In fact, school cost in 1876-77 \$3 a week for each scholar. The remedy for this is consolidation of the districts, and a person who has studied the matter says that 1,000 of them may be thus consolidated and the expense of that many schools be saved, without obliging any pupils to walk more than a mile. In favor of such consolidation, which would secure larger schools and better paid teachers, the example of New Brunswick is where, with a population equally sparse, there is a better arrangement of schools, and consequently a smaller cost per scholar, even with higher pay for teachers and schools 16 weeks longer than in Maine. And if to consolidation of the districts there can be added examination of teachers by a county board, more continuing of them through normal institutes, and more constant supervision on the part of school committees, Mr. Corthell thinks that there may soon be a great improvement in the educational condition of the State, especially if a system of free text books be introduced.—(State report, 1877.)

KINDERGÄRTEN.

For 2 reported schools of this class, see the succeeding account of the city of Lewiston, with which system they are connected.

CITY SCHOOL SYSTEMS.

OFFICERS.

Superintending school committees of varying numbers, a part of them chosen nearly by election, with school agents—in some instances with

population of 14; in Portland, of 7, one for each ward

principals of schools—form the official staff of the city systems of the State.—(School laws and reports.)

STATISTICS.

City.	Population.	Children of school age.	Enrolment.	Average attendance.	Teachers.	Expenditure.
Biddeford.....	a12,000	3,451	2,092	.....	38	\$21,399
Bangor.....	b18,239	5,412	3,700	3,034	99	41,512
Lewiston.....	c13,602	6,479	3,560	2,200	68	32,011
Portland.....	a36,500	10,634	5,748	4,332	114	79,256

a Estimated.

b Census of 1870.

c Census of 1870. The other figures for Bangor are from a printed report for 1876-77, and differ somewhat from those in Table II, which are probably for the full term of 1877-78.

ADDITIONAL PARTICULARS.

Bangor.—Number of schools, 49, viz, 1 high, 2 grammar, 13 intermediate, 20 primary, and 13 suburban. The cost of education per capita, based on the average number belonging, was \$11.88. Percentage of average attendance to school census, 50; enrolment in the high school, 202; graduates in 1876, 14. The course of instruction in the high school covers 4 years and embraces 2 departments, the classical and English. About 8 years ago more than 300 pupils were withdrawn from the public schools and organized in Roman Catholic Church schools, and this cause still operates to reduce the number of those that might otherwise be in the public schools.—(Report of School Agent C. P. Roberts for 1876-77.)

Biddeford.—The only information from this place for 1877, additional to the figures in the table, relates to its high school, which is said to have existed since 1848, to have graduated since then 192, of whom 4 are ministers, 3 lawyers, 3 doctors, 19 teachers, and many more in influential positions in the city and State. It has 3 teachers, and its course of study is reported by the committee to be liberal and comprehensive.—(Extract from report of school committee in New-England Journal of Education, May 3, 1877.)

Lewiston.—In consequence of a change of superintendency here, no printed report of the city schools was issued for 1877. The statistics in the table are therefore from a written return made by Superintendent Abner J. Phipps, late general agent of the Massachusetts board of education, who is now in charge of the city system, which comprises 15 rural schools, 27 primary, 9 intermediate, 1 grammar, and 1 high school. One interesting feature of that system is the connection with it of 3 Kindergärten, one of which had an average of 20 pupils for the year; another, of 19; attendance at the third, not reported. There is also a Kindergarten practice school. The usual Kindergarten occupations are pursued in these schools, with full material and apparatus, and it is claimed with physical benefit from the exercises. Ideas of color, proportion, and beauty are soon acquired, together with a capacity for expressing such ideas in correct forms. These were the only Kindergärten in connection with any city system in the State for that year.—(Returns to Bureau of Education for 1877 and letter from Superintendent Phipps.)

Portland.—The system in this city includes 23 schools, among which are a high school and a school for the deaf. The efficiency of the school management is shown in the fact that the attendance for the year reached 94 per cent. of the average number belonging, notwithstanding the unusual severity of the winter of 1876-77 and the prevalence of scarlet fever, measles, and other contagious diseases. Music, as well as drawing, is made a regular study in all the grades of primary and grammar schools, and it is evidence of the success attained in drawing that at an exhibition in 1876 the work presented "was pronounced by competent judges to be equal to that of any similar exhibition they had visited." Of the general work done in the city schools the commissioners at the Centennial Exhibition in Philadelphia showed their favorable judgment by awarding in the fall of 1876 a diploma "for a good exhibit of the city school system and its fruits in the work of the pupils." The high school of the city had for the year an enrolment of 402 and an average attendance of 362. With a view to stimulating the lower schools to more thorough work of preparation, the standard for admission to this school was raised considerably in 1877.—(Report of school committee and of Superintendent E. Hunt for the year ending in February, 1877.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

The normal school system of the State has for some years past embraced 2 principal schools, a western one at Farmington, established in 1864, and an eastern one at Cas-

tine, first opened in 1867, with 2 auxiliary ones, the normal departments of the *Maine Central Institute*, Pittsfield, and of the *Oak Grove Seminary*, Vassalboro'.¹ The course of study in the first three is 2 years of 38 to 40 weeks each; in the last, it is said to be 4 years of 33 weeks each. But here, as elsewhere, the reports show that many enter for short periods and do not remain to complete the course and graduate. In the schools at Farmington, Castine, and Pittsfield, drawing and vocal music are taught, the former with the aid of apparatus, models, and examples for free by the work at the two chief schools. In these also, and to some extent at Pittsfield, chemistry is illustrated in laboratory practice and physics is taught in connection with apparatus. Book-keeping is taught at Castine. Ample libraries are reported at Farmington and Castine. The latter reports also a good supply of maps and charts. At Farmington, after trying for about two years a preparatory course, gave it up in the winter of 1876-77 as a failure, and in the spring of that year lost also its advantage of practice training in the public schools of the village. In place of this, it is proposed to resume the model training school, formerly conducted in the normal school building and under control of the normal school. A desire has been expressed by the principal of both the chief schools to have the course of study lengthened, for the benefit of such students as desire a thorough training for any class of school work; but thus far no effective extension has been secured. The statistics for 1876-77, as given in the State report, are: At Farmington, students in the fall term, 133; in the spring term, 135; number of different students, not given; graduates, 34, of whom 27 engaged in teaching. At Castine, 123 in the fall term, 75 in the winter term, and 138 in the spring term; number of different students, not given; graduates 33,² all teaching. At Pittsfield, 31 normal students and 1 graduate teaching. At Oak Grove Seminary, 61 normal students, but apparently no graduates.—(State report for 1877.)

Besides these State schools there is a normal course provided for in the *Maine Wesleyan Seminary* and *Female College*, Kent's Hill, embracing the various studies to be taught in school, with instruction in the theory and art of teaching, school organization and government, and school laws of Maine.—(Catalogue 1876-77.)

In connection with the school system of Lewiston, Superintendent Phipps, in his return for 1877, says there is a practice class in which are 8 young ladies, graduates of the high school, who receive a moderate weekly pay for the teaching services they render while preparing for full employment in the schools.

For other statistics, derived from returns, see Table III of the appendix, and a summary of this in the Report of the Commissioner preceding.

TEACHERS' INSTITUTES.

These means of improving teachers by gathering them for training in classes and lectures as at normal schools have not existed in the State since 1875. The State superintendent, in view of the large number of teachers who, with a fair knowledge of subjects to be taught, have had no drill in methods of teaching, urges that provision be made by the legislature for holding annually eight such meetings in different parts of the State, believing that money so expended would yield a larger immediate return in the improvement of the schools than an equal expenditure in any other way.—(Report for 1877.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

"Before the passage of the 'free high school law,' in 1873, 21 towns and cities in the State maintained high schools. During the year 1877, 151 towns and cities maintained such schools one or more terms. Nearly 12,000 scholars received instruction in them. Their effect on the common schools has been very beneficial." This is the testimony of State Superintendent Corthell in his report for 1877. He goes on to show that the schools have improved the common schools by placing before the pupils an object to be gained and fixing a standard necessary for the attainment of it, as well as by giving them in many instances teachers of far higher qualifications; that they have improved too, individual pupils by advancing them from studies of which they had grown weary to others more stimulating, taught by live men amid better and more scholarly surroundings; and that they are going forward to do this beneficial work more widely and more fully than the old academies could do it by opening their doors to all, inviting rich and poor alike to come in and enjoy their privileges. In answer to the current objections to such schools, he argues for them (1) as being based on the true democratic principle of giving every child a chance for such an education as will enable him to make the most of his powers; (2) as being eminently practical, imparting the common elements of education in higher forms than in the lower schools, and ac-

¹ To these a new normal school at Gorham, near Portland, is to be added in 1878, the legislature having authorized it on the offer of buildings and grounds from the town of Gorham.

² This number is given distinctly in the State report, and is said to be the largest number ever graduated in any year; in a written return it appears as 35.

these such instruction in the natural sciences as will make the students better mechanics, better manufacturers, and so on.—(State report, 1877.)
 following statistics are given of these schools: Registered students, 11,839; attendance, 9,613. Pupils in Third Reader, 577; in Fourth Reader, 8,691; in arithmetic, 7,530; in English grammar, 6,423; in geography, 4,190; in ancient languages, in modern languages, 992; in natural sciences, 3,369. The number in attendance somewhat smaller than last year; but, apparently from the absence of some, 151 towns only reporting, against 162 in 1876.
 expenses for instruction, met by town and district appropriations, State allowed, expended appropriations of last year, free subscriptions, interest of local funds, amount received for tuition of non-residents, were \$111,911, leaving \$11,457 to be carried over into another year.

OTHER SECONDARY SCHOOLS.

statistics of business colleges, private academic schools, and preparatory schools, Tables IV, VI, VII of the appendix, and the summaries of these in the Commissioner's Report preceding.
 In the business college there found, there is a commercial department in the Wesleyan Seminary, at Kent's Hill, in which the ordinary subjects of instruction as well as to business pursuits receive especial attention.—(Catalogue for 1876-77.)

SUPERIOR INSTRUCTION.

COLLEGES.

For full statistics, see Table IX of the appendix, and a summary of this in the Report of the Commissioner preceding.
 Three especially known institutions for superior training in this State are Bowdoin College, Brunswick, dating from 1801; Colby University, Waterville, from 1818; Bates College, Lewiston, from 1863. The first is for young men alone; the other two open also to young women, though comparatively few appear to avail themselves of the advantage, 10 names on the rolls at Colby and 5 at Bates being the total. In the general outlines of the courses no material change seems to have been made since the report of them in 1876. Bates College has a special preparatory school, the Maine Latin School, of Lewiston; Colby University has 3, the Waterville Classical Institute, close beside her, the Hebron Academy, and Houlton Academy, all under the control of her trustees; Bowdoin makes note of none. All three colleges allow students to pursue partial courses and to pursue elective studies under direction of the faculties.—(Report for 1876-77 and 1877-78.)
 As for some time feared that Bates might lose a part of its endowment through embarrassments in the business affairs of its chief benefactor, Hon. Benjamin E. Bates of Massachusetts; but it is understood that all is safe.

COLLEGES FOR WOMEN.

Under the facilities women enjoy at Bates and Colby, above mentioned, there are also the Maine Wesleyan Seminary, Kent's Hill, and at the Waterville Classical Institute, the shadow of Colby, at Waterville, collegiate courses of 4 years, especially for women.
 For full statistics of these institutions, see Table VIII of the appendix, and a summary of it in the Report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

For full statistics of scientific and professional schools, see Tables X-XIII in the appendix, and the summaries of them in the Commissioner's Report preceding.]

SCIENTIFIC.

The State College of Agriculture and the Mechanic Arts, at Orono, there has been a change of terms from three to two, with a revision of the courses of study meant to increase the amount of educational work in the different courses by providing for more exercises by all the students. For the first two years the studies for all are essentially the same. After that they branch out into courses in agriculture, civil engineering, mechanical engineering, chemistry, science, and literature, this last (in science and literature) being a modification of the course in agriculture, with a view to the needs of those who desire a practical education for other employments than farming. The list of students and officers for the fall term of 1877-78 shows 104 in the collegiate courses, 10 in special courses, and 4 resident graduates, making 118; 8 instructors, including the farm superintendent.—(Report and catalogue for 1877-78.)

The Scientific Department of Bowdoin College presents courses of 4 years each in civil

and mechanical engineering, the completion of which is rewarded by the degree S. B.

A *summer school of sciences* has also been maintained at Bowdoin in successive years since the summer of 1876. It is designed for teachers, graduates of colleges, and others of both sexes who desire a practical acquaintance with chemistry, mineralogy, and zoölogy. The second session opened July 16, 1877, and continued six weeks, with students under 3 instructors.

THEOLOGICAL.

Bangor Theological Seminary (Congregational) provides a 3 years' course of study and admits church members of every denomination who have been educated at some college or university or who pass a satisfactory examination. There were 48 students attending the fall term of 1877, of whom 12 had received a degree in letters or science.—(Catalogue and return.)

The *Theological School of Bates College* (Free Will Baptist) has a regular course of study and an English course. Each of these covers 3 years, the latter differing from the former only in the junior year, where Hebrew grammar, biblical criticism, and a comparison of New Testament Greek with classical Greek occupy considerable space in the regular course, while the latter, in that year, deals only with mental and moral philosophy, Butler's argument from analogy, exegetical and historical study of the English scriptures, and exercises in homiletics and elocution. Students unable to enter either course are admitted to the school for such a period as their circumstances will allow, and pursue elective studies. There were 23 in attendance during the year 1876-77, besides 1 resident graduate.—(Catalogue.)

MEDICAL.

The *Portland School for Medical Instruction* reports itself for the first time for 1877, although organized as far back as 1856 and chartered in 1858. It does not confer degrees, but is meant to be a preliminary school to prepare students for the completion of a full course of 3 years in other schools or under a regular physician, a certificate of the time of satisfactory study being given, which, with due addition of required studies elsewhere, enables them to obtain diplomas. Twenty-five students under 11 instructors are reported for 1877.—(Return and letter from the secretary.)

The *Medical School of Maine*, at Bowdoin College, has a course of study and lectures meant to cover 3 years and leading to the degree of M. D. from the school and college. The conditions of graduation are full age, good moral character, study for the full time under a regular physician, attendance on two full courses of lectures in a regular incorporated medical institution, the passing of a satisfactory examination in prescribed studies, and the presentation of an approved medical thesis. Students from February to June, 1877, in regular studies, 92; in post graduate and special courses, 5. Instructors, 14, besides 2 visitors from the Maine Medical Association.—(Catalogue of Bowdoin for 1877-78.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND OF THE BLIND.

There is no State school yet for the instruction of either of these classes, schools in other New England States being generally used for such instruction, at the cost of the State where necessary. The city of Portland, however, has established for itself a school for deaf-mutes, which may eventually grow into a State school. A teacher who had been a pupil of Professor Bell, and was familiar with his system of teaching articulate speech, was put in charge of the school for 1876-77, and is reported to have done excellent service in teaching this system in connection with the ordinary language to the few pupils secured for the first year.—(Portland city report for 1876-77.)

REFORMATORY TRAINING.

The *Maine State Reform School*, at Cape Elizabeth, reports for 1877 a total of 197 boys under training, with a superintendent, matron, 3 teachers, and 7 overseers of industrial departments. Of the 197, it is stated that 50 were discharged for various reasons during the year, leaving 147 on the list to complete a total of 1,552 instructed since the first opening of the school. The ordinary English branches of a common school training are taught in graded classes for a portion of each school day, while at other hours employment is found for the boys in various useful occupations. On Saturdays there is a half holiday, when the first grade boys engage in outdoor sports in a large yard which is furnished with every needful appliance for such purposes. During the winter months or in stormy weather, they are, at this time, taken to the reading room, where is a library of 1,400 volumes, with enough daily and weekly papers to furnish each reader with a copy. Religious and moral instruction is given on Sundays, and it is thought that during the past year this has been attended with specially beneficial results.

cial influences. Much of the good accomplished is attributed to a system of large confidence, with special privileges to boys who are first grade in behavior. The *Maine Industrial School for Girls* is not a place of punishment to which girls are sent as criminals, but a refuge for girls between 7 and 15 who by force of circumstances or association are in danger of becoming outcasts. It is a private corporation, under State patronage. Instruction in the ordinary English studies is given every weekday afternoon, and singing is made a prominent exercise both in the school room and at morning and evening devotions. At other hours the work of the house is done by the girls under the supervision of the ladies of the school, cooking, washing, ironing, and house cleaning being included. By means of the training given, most of the girls have learned to knit and sew; some, to run the sewing machine; one or two, to cut and make dresses, and several to be good breadmakers. The whole number received during 1876, the year covered by the report, was 22; placed in families during that year, 15; indentured, 5; remaining in the institution in January, 1877, 32.—Report of superintendent, 1877.)

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

The eleventh annual session of the State Educational Association was held at Lewiston December 26-28, 1877. After an address of welcome by Mayor Russell and a reply to it by President A. E. Chase, of Portland, the lecture of the evening was given by Rev. A. D. Mayo, of Springfield, Mass., who took for his theme "The parents and the schools." The opening address on the second day was a discussion by Prof. Charles O. Thompson, of the Worcester Free Institute, Mass., on "A place in education for the industrial arts." "The place and work of academies in the school system" was the subject of the next paper, by Rev. Mr. Burr, of Hallowell. A. H. Kelley, of Belfast, read a paper on the "Examination of teachers," in which he urged the importance of determining the fitness of teachers by a careful examination, conducted by competent persons outside of school committees; for this purpose he proposed the establishment of a board of three examiners for each county, to be appointed by the governor, the State superintendent to be ex officio a member. Such board should annually examine candidates for teachers and give certificates of three grades, primary, grammar, and high, to be good in the State for two years unless revoked; permanent certificates to be granted at the end of two years. Superintendent Corthell advocated the system of examination proposed and showed the necessity of it in order to secure the best teachers.

In the afternoon the convention was divided into three sections, primary, grammar, and high school, the primary being the most largely attended. It was opened with an essay by Mrs. C. C. Rounds, on "Arithmetic," following which was a teaching exercise by Miss Sprague, of the Lewiston Training School, and a paper on "Form in the primary schools," by Miss Jennie Hayden, of Farmington. In the grammar school section a paper on "School discipline" was read by A. St. Clair, of Calais; one on "Arithmetic in grammar schools," by G. A. Robertson, of Augusta, and one on the "Distinctive work of grammar schools," by Mr. Robbins, of Saccarappa. In the high school section, papers were presented by Mr. Merrill, of Machias, on "Classics and English," and by Mr. Thurlow, of Freeport, on "Latin in the schools."

Before the general association a lecture was given by Homer B. Sprague, of the Girls' High School, in Boston, on "Shakespeare's youth." Papers were read by Professor Whittaker, of Massachusetts Institute of Technology, on "Workshops in industrial education;" by Professor Chase, of Bates College, on "English literature;" by Professor Carmichael, of Bowdoin College, on "Science in the school;" and by Rev. Dr. Allen, president of the State Agricultural College, on "Education for farmers." Able and interesting discussions followed many of the papers. That on the two papers referring to industrial education was participated in by Principal C. C. Rounds, of the Western State Normal School, Farmington, and Professors Fernald and Pike, of the State Agricultural College, Orono. All these recognized the need of further industrial training, and differed only as to the best means of meeting the want.—(New-England Journal of Education.)

OBITUARY RECORD.

HON. WARREN JOHNSON.

This gentleman, whose name and work have been often referred to in our educational reports, died at Newton, Mass., April 28, 1877. A native of Kennebec County, in a little town of which he was born December 24, 1830, he received his preliminary education in the school of his birthplace, fitted for college at Farmington Academy near by, entered Bowdoin in 1850, and was graduated with high honors in 1854. He then served first as principal of Foxcroft Academy, and afterward as tutor at Bowdoin till 1857, when he founded the Franklin School for Boys at Topsham, where he

remained for 11 years. An active superintendent was then wanted for the schools of the State, and Mr. Johnson, having made himself a name as an energetic efficient educator, was appointed to the place by Governor Chamberlain in 1865. He gave such satisfaction to those in power as to receive two successive reappointments for terms of 3 years each, serving continuously till 1876, when, as he was engaged in arranging the State educational exhibit in the Centennial Exhibition at Philadelphia, he was offered the easier and better rewarded place of city superintendent of schools at Newton, Mass. As his third State term was nearly out he accepted the new position and entered on its duties in September of that year, infusing his own active energy into the city system. A disease which he had unconsciously contracted at Philadelphia prostrated his strength and carried him off.

In Maine he left his mark decidedly in several directions: first, by the introduction of a mill tax on property for the support of public schools, from which has resulted the addition of about two hundred and twenty-five thousand dollars to the annual fund; next, by making the State aid to towns depend on proof of their having fully used the school moneys; third, by securing the transformation of most of the paid-up academies into free high schools, bringing training for college within reach of the youth; fourth, by having a compulsory school law enacted; and, finally, by his and persistent efforts, to secure town instead of district school systems, with books loaned to pupils by the towns. The first four of these were accomplished before his death and the last two had made a progress towards accomplishment as only the most persevering earnestness could have secured. Maine has good reason to remember Warren Johnson with gratitude.

CHIEF STATE SCHOOL OFFICER.

[Term, 1876-1880.]¹

Hon. WILLIAM J. CORTHELL, *State superintendent of common schools, Augusta.*

¹ Mr. CortHELL having been appointed in the autumn of 1876 in place of Mr. Johnson, whose years' term had still some months to run, it is taken for granted that, making allowance for expired time, his term extends to the spring of 1880.

MARYLAND.

MARYLAND.

STATISTICAL SUMMARY.

	1875-'76.	1876-'77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age ^a (5-20), census of 1870.	276, 120	276, 120	-----	-----
Number of different pupils in public schools.	146, 198	150, 276	4, 078	-----
Highest enrolment in one term	115, 934	120, 286	4, 352	-----
Average daily attendance	73, 069	75, 726	2, 657	-----
PUBLIC SCHOOLS.				
Whole number of such schools.....	1, 872	1, 956	84	-----
Number for colored pupils ^b	320	340	20	-----
Average term of schools in days	182	184	2	-----
TEACHERS AND THEIR PAY.				
Teachers in public schools.....	2, 850	2, 906	56	-----
Average monthly pay of these.....	\$41 65	\$41 95	\$0 30	-----
INCOME AND EXPENDITURE.				
Whole receipts for public schools	\$1, 633, 490	\$1, 637, 583	\$4, 093	-----
Whole expenditure for the same.....	1, 623, 349	1, 637, 583	4, 234	-----

^a There is no provision for a State school census, and therefore the United States census for successive decennial periods has to be depended on.

^b The school law provides for colored schools in each election district, to be free to all colored between 6 and 20 years of age and to be kept open as long as the other public schools of the district provided the average attendance be not less than 15 scholars.

(Reports of the public schools of Maryland for the two years indicated, by Hon. A. Newell, State superintendent of public instruction.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

Educational matters affecting the State, with the general care and supervision of public instruction, are intrusted to a *State board of education*, composed of the governor and 4 county school officers appointed by him with the approval of the senate, the principal of the State Normal School being also, ex officio, a member of the board, the executive officer of the board, and the State superintendent of public instruction.

LOCAL.

Educational matters affecting a county are under the control of a *board of school commissioners*, composed of 3 persons appointed by the judges of the county courts in counties having not more than 100 schools; in counties with more than 100 schools, of 5 persons so appointed. Their term of service is 2 years. In the January following their appointment they elect a person not a member of the board to be secretary, treasurer, and examiner, and he becomes substantially the county superintendent of schools.

Educational matters affecting a school district are under the supervision of a *district school trustees* composed of 3 persons appointed annually in May by the county school commissioners.

All public school property in each county is vested in the board of county school commissioners. The care of individual schools under them belongs to the district trustees. They build, repair, and furnish school-houses, fix the

of teachers, purchase and distribute text books, and make annual report to the State board. The trustees look after the general condition of their own buildings, oversee repairs, engage teachers subject to approval by the county board, and exercise a general supervision over the school or schools of their districts.—(School law of 1872 amended in 1874.)

ELEMENTARY INSTRUCTION.

GENERAL CONDITION.

The report of the State board represents the condition of the school system as satisfactory upon the whole, except in two counties—one on the bay, the other in the mountains. The trouble in the former has been caused by the inability of the county school board to collect the school tax and in the latter has come from the difficulty of levying a sufficient tax in a poor and sparsely settled region.

The general statistics show a fair increase of schools taught, of pupils in attendance of teachers employed, and of the average length of term. Those of the county school, excluding Baltimore City, show like evidences of improvement, there being reported 74 more schools, 2,280 more pupils enrolled, and 317 more in daily attendance. There appears, indeed, a decrease of \$17,137 in expenditure for school purposes in the counties, but this decrease was in the items of books purchased, interest and indebtedness paid, and miscellaneous expenses; while, in the important ones of supervision, teachers' salaries, building, repairing, and furnishing school-houses, there was a decided increase.

SCHOOLS FOR COLORED CHILDREN.

In 1875-'76 there were in the 320 schools for this race 402 teachers, with 22,833 enrolled pupils, of whom 8,512 were on an average in daily attendance.¹ In 1876-'77 the 320 schools had increased to 340, the number of teachers to 426, the enrolment of different pupils to 24,539, and the average attendance to 9,432.¹ The expenditure on these schools, too, went up from \$119,225 in 1876 to \$133,466 in 1877.—(Report of State board and of Baltimore City, 1876 and 1877.)

SUGGESTED IMPROVEMENTS.

In order to improve the educational condition of the State and to lead to a better acquaintance with it, the State board renews recommendations previously made, of which the following are worthy of consideration in other States than Maryland: (1) That provision be made for taking a census of the school population every two years, that it may be known who ought to attend school; (2) that arrangements be made for ascertaining at the same time the names, ages, and addresses of all deaf-mutes and blind within the State; (3) that heads of schools, colleges, and seminaries not connected with the State system be required to report annually to the State board the number of pupils in such institutions; (4) that the same be required of the managers of orphan asylums and other benevolent educational institutions; (5) that provision be made for connecting incorporated academies with the State system, somewhat as has been done most successfully in Maine.—(Report.)

RESULTS FOR SCHOOL MONEYS SPENT.

In view of the circumstances of the times, requiring the best possible results from the least possible expenditure, Superintendent Newell occupies much of his report with a discussion of what he thinks the educational question of the hour, "Do the people of Maryland get the best possible return for the money they have put into the public school system?" First showing that Maryland gets her children taught more cheaply than 12 other States he names and one-half more cheaply than she could have had them taught by private agencies, he goes on to say that, this being the case, the question resolves itself into another: "Have we in every public school the best teacher that our money will enable us to procure?" Discussing this, he reaches the following conclusion: "The schools are not rendering the best possible return for the money expended on them, because the teachers are not, in all cases, the best that the money will command; and the teachers are not the best the money will command, because the examiners who license them, the trustees who appoint them, and the boards that confirm them do not feel authorized or compelled by public sentiment to make any higher demands upon the teachers." Such a rectification of public sentiment as will make it demand the best teachers that can possibly be had is of course the remedy for this.—(State report, 1877.)

KINDERGÄRTEN.

Three of these schools for the little ones, all in Baltimore, report a total of 8 teachers with 33 pupils "between 3 and 8" or 4-7 years of age, the children being under training 3 hours a day in one school and 4 in the other two. The Patterson Park Kindergarten removed from New Brunswick, New Jersey, reports 5 teachers to 8 pupils, one of the

¹ These numbers do not include the evening schools for colored youth in Baltimore.

MARYLAND.

ers a German, through whose aid German as well as English enters into the education. In all the three the full Kindergarten apparatus is said to be possessed, and the children's gifts and occupations to be kept in exercise with evident quickening of the intelligence of the children, while study is made a pleasure and the progress in it symmetrical.

CITY SCHOOL SYSTEM.

BALTIMORE.

Officers.—The mayor and city council, according to law, delegate their supervisory powers and control of the school system to a board of school commissioners of 20 members, one from each ward, appointed for terms of 4 years in each case, with change of one-fourth of them yearly. The board appoints a superintendent and assistant superintendent for terms of 4 years.

Statistics.—Estimated present population, 350,000; youth of school age (enumeration 1870), 77,737; enrolled in public schools, 45,942; average attendance, 27,779; teachers, 764; expenditures for whites, \$734,549; for colored, \$59,254; total, \$793,803, including expenditure for new buildings and repairs and covering 14 months, through a year which makes the school year correspond with the calendar year.

Additional particulars.—The school system includes 12 day schools and 4 evening schools for colored pupils, with the following for whites: 3 evening schools, 5 English-american, 62 primary, 42 grammar, 2 high schools for girls, and the Baltimore City College, which serves both as a high school for boys and a preparatory school for the Johns Hopkins University, in fact if not in name. The course of the college has been extended to 5 years, though there is also provision for a 1 year's course, embracing English grammar, commercial arithmetic, book-keeping and business correspondence, history of the United States, physiology, physics, and drawing. In both the day schools for girls and in the college there are full corps of instructors, and good results seem to be done. In grades below these drawing and music receive a fair amount of attention, the former having 20 minutes daily devoted to it and the latter 10 minutes. The old mode of teaching reading letter by letter through the alphabet has been abandoned for the new, which teaches from the beginning simple words with clearly defined meanings, and thus carries the pupils quickly into the reading of easy sentences composed wholly of such words. Beyond this the reading book is throughout coming to be used as a spelling book also, with great care as to perfect articulation and also as to correct use of words in ordinary speech. Arithmetic, too, is being taught less by rote and more through well arranged exercises in both mental calculation and practical operations.—(City report for 1877.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL.

The State Normal School closed its twelfth annual session in June, 1877, having had 1,200 students on the roll during the year, of whom 197 were women and 23 men. Of these 18 were present at the close of the school, 36 were graduated, and 96 returned in September. Twenty-two of the graduating class engaged in teaching, 4 in the city and 18 in the counties. The annual appropriation to the school is \$10,500. It is a free school, being required to supply tuition and books to 200 pupils annually; yet it has authority to receive one pay student for every two free students; this authority, however, has been little exercised, for three years once passed there being a single pay student in the school, and in the twelve years of its existence there have been only 39, 11 of these in the last year.—(Report of the principal for 1876-77.)

NORMAL CLASS FOR COLORED STUDENTS.

The connection with the Centenary Biblical Institute, Baltimore (Methodist Episcopal) has been for some years a normal department, in which for the last year 30 students, of whom 3 graduated, 2 of the 3 engaging in teaching. In all, indicated here are said to have served as teachers. The full course of the school is mainly for the training of colored preachers, covers 6 years. How much time is devoted to studies meant to prepare for teaching does not appear.—(Principal.)

CITY NORMAL CLASS.

Classes for the preparation of teachers for the city schools and the improvement of teachers as need further training for their work is held on Saturdays during the annual session of the schools. It numbered during the year 234 students, with an average attendance of 138, under 5 teachers, and is said to be a useful auxiliary to the public school system of the city.—(School report of Baltimore.)

TEACHERS' INSTITUTES.

The school law requires that a teachers' institute of 5 days' duration, with the character of a temporary normal school, shall be held in each county once a year, presided over, if possible, by the principal or one of the professors of the State Normal School, with the assistance of the county examiner and of any member of the board of county school commissioners who may choose to attend. The State report says that 12 such institutes were held during the year, at 11 of which the principal of the normal school was present. It is also stated that these institutes were more largely attended than ever before, the exercises more practical and interesting, and the good results more obvious.—(Report.)

SCHOOL JOURNAL.

The Maryland School Journal, temporarily suspended in the summer of 1877 in consequence of the death of the assistant editor, at the request of the State Teachers' Association, in September of that year resumed its very valuable work of aiding the teachers of the State by the publication of articles on all topics relating to school management and instruction. Its editors are the State superintendent and the president of the Baltimore City Teachers' Association.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

In the Baltimore City College, which serves as both high school and college for the city boys, there were 624 different pupils in 1876-'77; in the 2 high schools for girls, 994. The average attendance in the 3 was 983; teachers and professors in the college, 14; instructors in the female high schools, 23. In the counties there are 18 other schools popularly known as high schools, and doubtless doing considerable high school work, but differing in their standards, from the want of any fixed course of studies for this grade of schools.

Then, "above the sixth grade" in the public schools of the counties, there were 1,948 pupils engaged in 1876-'77 in such studies as book-keeping, algebra, natural philosophy, drawing, geometry, physiology, and Latin, many of these doubtless approximating to a fair high school standard, though many, too, might fall below it. This class of students, Superintendent Newell says, is largely composed of youths who, employed during the warm months, enter the schools in winter, usually for a 10 weeks' term.—(State report, city report, and letter from Mr. Newell.)

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and schools for preparing students for college, see Tables IV, VI, VII, and IX of the appendix, and the summaries of these in the Report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES.

Seven institutions for superior instruction report statistics for 1877. Loyola College does not report the number of its collegiate students. Westminster College, apparently the only one in the State open to both sexes, numbers among its collegiate students 26 young women. The courses of instruction in all these colleges appear to be the same as reported in 1876. For statistics, see Table IX of the appendix, and the summary of it in the Report of the Commissioner preceding.

Johns Hopkins University receives three classes of students, namely, graduate students, undergraduates who desire a collegiate training, and those who, without reference to graduation, wish to avail themselves of the opportunities afforded by the laboratories of chemistry, physics, and biology, or who wish to attend particular courses of lectures in other branches.

The examination for matriculation as collegiate students is put at a high standard. After passing this, students are free to select, under the guidance of the faculty, such a combination of studies as they may prefer. Seven schedules, adapted to different intellectual aptitudes and intended to fit students for beginning the study of the various learned professions, are suggested, and no one will receive the degree of B. A. until he has become proficient in languages or mathematics and in one or more branches of natural science. The time requisite for obtaining the degree of bachelor of arts after matriculation will differ with different individuals. One year's residence will always be required; commonly, 3 years will be requisite, and those who, by lack of health or funds, are compelled to take a longer time, will not lose their standing, as the 4 years' classes usual in American colleges are not established here. On the other hand, those who come to the university with attainments in advance of the requirements for matriculation are credited therefor.—(Register for 1877.)

College, the oldest of its class in the State, reports an increasing number of students and a corresponding decrease of such as have to be prepared for collegiate studies. Having had the advantage of an appropriation from the past 8 years, now amounting to \$25,000 annually, it has been able to educate of nearly ninety students a year without charge for tuition, and since more of these without charge for board.

St. John's College and the Agricultural College, four others—Washington Western Maryland College, Frederick College, and the Baltimore Female receive donations from the State, ranging from \$300 to \$3,500 annually.—(rt.)

COLLEGES FOR WOMEN.

Statistics of such institutions of this class as report for 1877, see Table VIII index, and a summary of it in the Report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

Maryland Agricultural College, at College Station, has a 4 years' course of study, 7 departments, namely: civil engineering and astronomy; English literature, science, and history; pure mathematics; physics and applied mathematics, architecture, and drawing; chemistry and natural history, and 1 modern languages. This college receives from the State an annual donation and from interest on United States land scrip \$7,288, making a yearly \$13,288. The farm contains 286 acres, and the students are encouraged to pay. Tuition is free to all boys from the State. The number of students courses was 41; in partial course, 5. Number of instructors, 6.—(Return 1877.)

United States Naval Academy, at Annapolis, reports an attendance of 360 pupils, 50 were in the first year of their course, 92 in the second, 68 in the third, the fourth. The entire term of study covers 6 years, the last two being spent there were 145 applicants for admission examined in 1877, of whom 62 were Eight of these were rejected on the ground of physical disability and the 34 for deficiency in literary qualifications. The course of study remains the same as described in the Report for 1876.—(Return, 1877.)

THEOLOGICAL.

Chesapeake Biblical Institute, Baltimore, especially designed to prepare colored for the ministry of the Methodist Church, has a regular biblical course of 3 years and the preparatory course of 6 years before noticed, and had in this 24 under 5 instructors, in 1877.—(Return.)

Clement's College, Rochester, and *Woodstock College*, Woodstock, aim to prepare for the Roman Catholic ministry, and have respectively 6 and 7 years in their course of study, this including literary as well as theological studies. The former reports 33 undergraduate students in 1877; the latter, 10 professors and 10 students, without specification of the number of students. Mount St. Clement's library of 8,511 volumes; Woodstock, one of 18,200.—(Returns.)

LEGAL.

Department of Law of the University of Maryland the course of study covers 2 years, attendance of students for 1877, under 3 professors, 60; graduates, 21.—(Return.)

MEDICAL.

School of Medicine of the University of Maryland, at Baltimore, has a 2 years' course, reports, for 1877, an attendance of 132 students, under 10 professors.—(Return.)

Maryland College of Pharmacy, Baltimore, has a course in materia medica and in practical and analytical chemistry in connection with direct instruction. To graduate, students must have attended two full courses of lectures in analytical instruction in addition to 4 years of service as a druggist's apprentice.—(Annual circular, 1877, and return.)

Baltimore College of Dental Surgery and *Maryland Dental College*, Baltimore, have 2 years, each embracing 21 weeks of lecture attendance and practice. The latter also a preliminary course of 24 weeks. Number of instructors in this, 10; in the year, 42; graduates, 19 in 1877. Instructors in the latter, 11; students, 17.—(Returns and circulars.)

SPECIAL INSTRUCTION.

MARYLAND INSTITUTION FOR THE EDUCATION OF THE DEAF AND DUMB, FREDERICK.

There were 103 pupils attending this school during 1876-77, of whom 65 were males and 38 females. The branches taught are the common English, natural philosophy, chemistry, and drawing; the employments are cabinet making, shoemaking, dressmaking, and housework. The library numbers 2,000 volumes. Special attention is given to vocal training in the case of those who show any aptitude for acquiring speech or already possess the power in any degree.—(Return and report for 1877.)

MARYLAND INSTITUTION FOR THE INSTRUCTION OF THE BLIND, BALTIMORE.

There was an attendance here, in 1877, of 52 pupils, who were instructed in music, spelling, arithmetic, algebra, history, philosophy, physiology, grammar, and rhetoric besides the employments of broom and mattress making, chair caning, sewing by hand and machine, fancy work, and knitting. The institution owns grounds and buildings valued at \$190,000 and five thousand dollars' worth of apparatus. The library, which numbers 150 volumes, received an addition of 25 during the year.—(Return and report for 1877.)

INSTITUTION FOR COLORED BLIND AND DEAF-MUTES.

This institution was organized by the legislature in 1872 as an experiment, but it succeeded so well that it is now regarded as a part of the system of public education. Enough has been saved from the yearly State appropriation to provide suitable buildings, which, with the grounds, are now estimated to be worth \$20,000. The number of blind pupils for 1877 was 14; deaf-mutes, 17. The common English branches are taught, also shoemaking, broom making, and tailoring.—(Return and report of the institution for 1877.)

THE M'DONOGH INSTITUTE, OWINGS' MILLS.

This is a farm school meant to train poor boys of respectable parentage at once in healthful physical occupation in farm and garden, and in the elements of a good English education, with some instruction in modern languages. Boys from 10 to 14 years of age are received and retained under instruction till they are 16. Through the increasing favor in which it is held in the community, a steadily improving class of boys is brought under its influence, and the standard of the instruction given is rising proportionately. Statistics for 1877 may be found in Table VI of the appendix.

MARYLAND INDUSTRIAL SCHOOL FOR GIRLS, ORANGE GROVE STATION.

The girls committed to this institution are taught elementary English, French, and music, with "every item of domestic work," plain and fancy needlework, culture of flowers and of grapes, packing and canning of fruit, and dress making. Teachers, besides the superintendent, 3; pupils entered during the year, 47; remaining at the close, 25.—(Return for 1877.)

EDUCATIONAL CONVENTIONS.

STATE TEACHERS' ASSOCIATION.

The eleventh annual session was held in the town hall at Easton, July 10, 11, and 12, the morning session of the 10th being occupied with the usual preliminary exercises and addresses, appointment of committees, and report of the executive committee under the chairmanship of Vice President J. F. Arthur.

At the evening session, Professor Leakin addressed the audience on "Religion in school," and Rev. Mr. Lewis, of Baltimore, spoke on "The relations of minister teacher, the pulpit and the school room."

At the opening on the second day, the president of the association, Dr. James L. Brainerd, of Cambridge, appeared and delivered his address. A paper on "The true end of teaching" was then read by Miss Corinne Noble, of Federalsburg. Reports of committee reforms and improvements, index books, and methods of instruction having been read, Rev. A. G. Harley delivered an address on the Latin language, urging on the teachers the importance of this study. At a subsequent session, Professor Roche spoke on "University reforms, or specimen frauds perpetrated in scholastic institutions in the last three thousand years." Miss Fanny Delaney read a paper on "The science of teaching," which was received with great applause. Professor George Jackson, man of the committee on Greek, made his report on that subject, as also, in the evening, did a committee which had been appointed to urge on State Superintendent the continuance of the Maryland School Journal, threatened with suspension. During this last report came a paper on "The children at home," by Miss Maria L. of Swarthmore College, Pa., which excited great interest.

On the third day, Professor H. C. Cushing, of the Western Maryland College, spoke on "The true position of the teacher," and Mr. Reynolds, of Wilmington, on "The importance of Latin and Greek as studies."

followed on thorough teaching of primary studies and on the value of the study classics.

They were then elected for the ensuing year, John F. Arthur, esq., of Baltimore, chosen president; and committees were appointed on executive business, on discipline, on school exhibitions and examinations, on text books, on institutes, on reforms and improvements in text books and methods of instruction and low English, on Greek, on mathematics, on modern languages, on natural and moral science, on history, on geography, on arithmetic, and on reading and diction. Baltimore having been selected as the place for the meeting in July, 1878, the association then adjourned.—(Maryland School Journal, September, 1877.)

STATE SCHOOL COMMISSIONERS' ASSOCIATION.

Annual meeting of the commissioners was held at the State Normal School, Baltimore, on November 27 and 28, 1877. The president of the association, Rev. Samuel W. Calvert, of Calvert County, being prevented by sickness from attending, the meeting was ordered by F. S. Everist, of Cecil County, second vice president, and all duties save four were found to be represented, Dr. James M. Garnett, president of Johns Hopkins College, appearing also for that institution, and Superintendent Newell of the State Normal School. E. F. Perkins, first vice president, having arrived, he presided, and the greater portion of the morning session was devoted to hearing reports and to reading a summary of the reports of the several county boards to the State board, which had been furnished by the secretary.

A committee of three, the acting president being one, was then appointed to consider the report upon the action of the State comptroller in refusing to make full payment of the State free school fund, because of the failure of the Baltimore and Ohio Railroad Company to pay the State the proportion of its earnings required by law. This committee the next day reported a resolution declaring it to be the opinion of the association that the legislature should provide for the annual payment of the fund and of the interest due to it from any unappropriated money in the State treasury. This was adopted, and another committee of three appointed to present to the general assembly the views of the association on this subject.

The remainder of the session was occupied with the discussion of a series of propositions reported by the committee on business, all which were adopted. Of these the most important were, substantially, as follows: (1) The public school system of the State as at present organized, is well adapted to the education of the young of all ages and conditions and is entitled to the universal respect and sympathy of the people.

(2) While it is not claimed that the system is insusceptible of improvement, any change that is proposed should be maturely considered and no alteration made as an experiment. (3) The association believes that the interests of public education would be promoted by the appointment of separate officers to discharge the duties of principal of the State Normal School and executive officer of the State board of education. (4, 5) In view of the fact that the State comptroller has failed to distribute to the several counties, on the days appointed by law, all the State school tax due up to those dates, the association respectfully suggests to the legislature the expediency of instructing the comptroller to keep the State school tax and the income of the free school fund separate from all other moneys in the treasury and to deposit the same in bank to the credit of the public schools of Maryland. If a judicial construction of the law should justify the action of the comptroller, the association prays the legislature to amend the law and make the school tax payable to the school boards as collected up to the days appointed for the distribution of it. (6) The association sympathizes with the progress of public sentiment in favor of applying the aid and of every county to the support of county high schools, under the control of the boards of county school commissioners. (7) The association recognizes, in the conduct of secondary education in the State—i. e., the schools, academies, and other institutions of learning above the district school and below the college—a subject requiring the intervention of the legislature; and yet sees so many local and personal interests to be adjusted and harmonized in this connection as to make it doubtful whether the questions arising could be satisfactorily settled at any single session of the legislature. It therefore recommends that the legislature appoint a commission to examine the subject in all its bearings, and report, by bill or otherwise, to the next general assembly. (8) Apart from the above suggestions, the association is not prepared to urge the legislature to make any change in the school law, and especially to deprive the present mode of appointing the school commissioners by the judges of the circuit courts. (9) The association, believing that the permanent improvement of the school system depends on having good teachers and good school-houses, recommends the continued and persevering use of the means presented in the school law, or the first, the State Normal School, teachers' institutes and associations; for second, the building of school-houses only when absolutely needed, in good locations, of ample dimensions, with a supply of good desks, blackboards, and out-houses, as required by law. (10) No school-house can be regarded as sufficient which does not

give at least twelve feet of floor space and one hundred and fifty cubic feet of air each pupil; still more than this is held to be desirable. (11) The association, disabing that any effective method of artificial ventilation applicable to small and ch houses has yet been invented, recommends that teachers and school officers see to changing of the air of the school room every half hour by opening all the doors windows for a few minutes.—(Maryland School Journal, December, 1877.)

OBITUARY RECORD.

PROF. RICHARD SOMERS SMITH.

Professor Smith died suddenly of heart disease January 23, 1877, at the Naval Academy at Annapolis, where he had been chief of the department of drawing since 1841. Born in Philadelphia, Pa., in 1814, he entered the Military Academy at West Point 1829 and was graduated in 1834. Two years later he resigned his position in the Army and for 4 years followed the profession of civil engineer, doing valuable service on several important public works. In December, 1840, he returned to the Army, and in following February was attached to the academical staff at West Point as assistant teacher of drawing. In 1846 he became assistant professor of drawing, and in 1848 principal assistant professor, resigning in 1856. He was then professor of mathematics in the Brooklyn Collegiate Institute until 1859, and director of Cooper Institute, New York, until 1861. The civil war then breaking out, he was reappointed in the Army with the rank of major of the Twelfth United States Infantry, and served as muster and disbursing officer in Maryland and Wisconsin. He commanded a brigade at battle of Chancellorsville, when he received notice of his election to the presidency of Girard College, Philadelphia, and with the full consent of General Meade, then corps commander, and of Hon. E. M. Stanton, Secretary of War, he accepted the position, entered on its duties May 30, 1863, and continued in the discharge of them until 1867. Resigning at that time, to be succeeded by Dr. William H. Allen, who had been his predecessor in the post, he removed to Annapolis to superintend the department of drawing in the Naval Academy, in which he continued till his death.

PROF. JAMES H. HACKELTON.

The Methodist of April 21, 1877, contained the announcement that this gentleman, principal of the Frederick Female Seminary, died there on Sunday, April 15, 1877. His widow writes that he was born in Bristol, Maine, April 7, 1817, and that an illness of some years interrupted his early education. Recovering from this, he pursued an academic course, entered Bowdoin College, and was graduated in the class of 1844. He then went to Philadelphia, where he studied law and was admitted to the bar, but being attacked with a serious bronchial affection, went to Mississippi, in the hope that a change to a milder climate would effect a cure. There he engaged in teaching, first as instructor in natural science and languages in the Holly Springs Female Institute, and afterward as principal of the Chalmers Institute for Boys. His health having much improved, he remained in this position several years. He was then connected with the La Grange Female College for two years, first as vice president and afterward as president on the death of his friend, President D. B. Johnson, with whom he had been associated. Here he met and married Miss Maria W. Nash, a young teacher in the college, and the next year returned to Holly Springs to take charge of the Institute for Young Ladies with which he had been formerly connected. On conclusion of the war, schools being prostrate, he engaged for a time in business in Memphis, Tenn., but he was won from this again by his old love for teaching, and in 1873 took charge of the Frederick Female Seminary, where he remained till his death in 1877.

Mr. Hackelton was a member of the Protestant Episcopal Church, highly esteemed for his pure Christian character and his unselfish devotion to his educational work. His labors in this line extending, with two or three interruptions, over a period of nearly thirty years, and his success in it being attested by the grateful acknowledgments of the pupils he had educated.

NATHAN R. SMITH, M. D.

The Philadelphia Press of July 4, 1877, announced that this distinguished surgeon and medical practitioner, born at Cornish, N. H., died at Baltimore on the morning of June 30, 1877, in the eighty-first year of his age. In 1825 he was appointed professor of surgery and anatomy in the University of Vermont and organized the medical school of the institution. In 1827 he accepted the chair of surgery in the medical department of the University of Maryland, which he filled for many years. He was known as a writer in various medical journals, and published a voluminous work on *Surgical Anatomy of the Arteries*, which was well received in this country and Europe and went through several editions.

CHIEF STATE SCHOOL OFFICERS.

Hon. M. A. NEWELL, *State superintendent of public instruction, Baltimore.*

STATE BOARD OF EDUCATION.

[Term of governor and of appointed members ends 1880.]

Members.	Post-office.
Hon. Excellency John Lee Carroll, ex officio president.....	Annapolis.
Hon. M. A. Newell, principal of State Normal School, executive officer of the board and ex officio State superintendent of public instruction.....	Baltimore.
P. A. Witmer, of Washington County, member by appointment.....	Hagerstown.
Dr. J. P. R. Gillis, of Worcester County, member by appointment.....	Whaleyville.
Dr. E. H. Richardson, of Harford County, member by appointment.....	Bel Air.
Dr. J. T. Williams, of Howard County, member by appointment.....	Ellicott City.

MASSACHUSETTS.
STATISTICAL SUMMARY.

	1875-76.	1876-77.	Increase.	Dec
POPULATION AND ATTENDANCE.				
Persons of school age (5-15).....	300,834	296,375	-----	
Persons of all ages in public schools...	305,776	307,832	2,056	.....
Persons under 5 attending.....	2,084	2,058	-----	
Persons over 15 attending.....	27,213	28,190	977	.....
Average attendance.....	218,903	222,704	3,801	.....
Ratio of attendance to the number of school age.	72.76	72.34	-----	
Attending evening schools.....	9,337	11,529	2,192	.....
Average attendance.....	4,424	5,305	881	.....
SCHOOLS.				
Number of public schools.....	5,542	5,556	14	.....
Number of high schools <i>a</i>	212	216	4	.....
Average length of term in days.....	176	175	-----	
Number of evening schools.....	114	92	-----	
TEACHERS AND THEIR PAY.				
Male teachers in public schools.....	1,201	1,176	-----	
Female teachers in public schools.....	7,650	7,544	-----	
Number of both sexes.....	8,851	8,720	-----	
Number trained in normal schools....	1,280	1,898	618	.....
Average monthly pay of men.....	\$84.78	\$82.22	-----	
Average monthly pay of women.....	35.25	34.20	-----	
Teachers in evening schools.....	364	445	81	.....
ACADEMIES AND PRIVATE SCHOOLS.				
Incorporated academies.....	72	44	-----	
Average attendance.....	5,776	3,939	-----	
Aggregate of tuition fees.....	\$225,057	\$131,693	-----	\$0
Unincorporated private schools.....	341	335	44	.....
Estimated average attendance.....	14,513	15,228	715	.....
Estimated tuition fees.....	\$447,915	\$439,603	-----	\$
STATE SPECIAL SCHOOLS.				
Charitable and reformatory schools...	18	18	-----	
Number of different pupils.....	1,308	1,541	233	.....
Average number.....	804	875	71	.....
Number under 5 years of age.....	31	40	9	.....
Number over 15 years of age.....	370	367	-----	
Number between 5-15 remaining at the end of the year.	486	443	-----	
Male teachers in such schools.....	3	2	-----	
Female teachers in such schools.....	15	16	1	.....
Length of term in months.....	12	12	-----	
INCOME AND EXPENDITURE.				
Receipts for public schools.....	\$6,105,536	\$5,481,598	-----	
Expenditure for these.....	5,920,950	5,582,519	-----	
STATE SCHOOL FUND.				
Amount of available school fund.....	\$2,066,866	\$2,067,000	-----	

a For fuller information respecting high schools, see Secondary Instruction, further on.

b The income for school purposes here given is only an approximation. The amount of local tax is not reported by the secretary of the State board of education, but he states that all the towns raised the \$3 per capita of their population of legal school age which entitled them to a share of the State school fund. The product thus derived has been included, but the actual total received is larger than the figure here given, since many towns and cities exceeded the minimum fixed by law.

(From reports of Hon. Joseph White and Hon. John W. Dickinson, secretary of the State board of education, for the two years indicated.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

A *State board of education*—composed of the governor, lieutenant governor, and eight other persons appointed by the governor with the advice and consent of the council—has general oversight of the school system, but with very limited power beyond that of receiving and publishing returns from the school officers of towns, cities, and State special institutions. Each appointed member holds office for eight years, one retiring annually in the order of entrance on office.

The *secretary of the board*, appointed by it and retained during its pleasure, performs most of the executive work, and has substantially the character of a State superintendent of public instruction. To aid him in visiting different portions of the State with a view to inquiring into the condition of the schools and stimulating educational interests, one or more *agents* may be appointed by the board.

A *State director of art education* has general supervision of drawing in the public schools of cities and towns with 10,000 or more inhabitants, and is the special head of the State Normal Art School.

LOCAL.

School committees of three or some multiple of three have charge of all local school interests in towns and cities, except in cases where a district system prevails. In these a prudential committee of one person has charge of the school-house of his district, and may by vote of the town engage teachers for it. Where two or more districts unite for the maintenance of a union school, the prudential committees of the union district form together the prudential committee for the school.

Superintendents of public schools are appointed annually in such towns as require this by a legal vote and in such cities as direct it by an ordinance of the city council. Two or more towns may unite to elect a superintendent.—(State school laws, edition of 1875.)

ELEMENTARY INSTRUCTION.

GENERAL CONDITION.

One of the agents of the State board of education, whose travels through the counties give him large opportunity for observation, says in his report that in too many country neighborhoods methods of instruction survive which have been condemned for generations; an untrained person, chosen from the district, teaches by mere rote and sometimes practises old repulsive modes of discipline. But these cases, though more numerous than would be supposed by those who have not extensively visited the schools, are now exceptions to the general rule. "The great proportion of the schools are characterized by good order; habits of industry are acquired; the mode of discipline which prevails is humane; the spirit of the teachers is in general kind, and from this better spirit many good results naturally follow. This improved spirit in the schools is general and the methods of teaching and management in most are changing for the better, while many are in the highest degree satisfactory. In most schools, if not in all, the class has made captive the individual, a gain in many ways; in the cities and villages, the graded school has prevailed over the mixed school; * * * courses of studies, programmes of work, and periodical examinations have aided very much in promoting classification. All these things assist in the good ordering of the schools."

Then, too, "in many the elementary work is done by the most rational of methods. In learning to read, the child is first led to name the thing described in his reading lesson, and then to recognize its written sign or name. The oral names which he already knows, he sees in their written forms; the oral sentence which he has used is expressed for him in written words; and thus he learns the written expression. Learning to read in such schools is thus made a natural process; the child takes delight in it, and, as the result, has his mind in the best possible condition. Other subjects are taught by the same rational method: lessons in numbers, with objects; geographical terms, in connection with the features of the earth itself; the elements of natural history, with specimens."

And, while this is the present improved condition of the schools, he sees, in the discussion of educational questions among the people, in the awakening of the committees, and in the study of the philosophy of school work by the teachers, indications of a demand that all the schools shall reach a higher plane.

Essentially the same view of generally marked advance, notwithstanding some discouragements, is expressed by the other agent of the board. He says: "The teaching is becoming more rational, the committees more liberal in their views, the teachers more earnest in their work, and both committees and teachers more thoroughly alive to whatever promises better results."—(State report for 1876-'77.)

MEANS OF IMPROVEMENT.

Among accomplished facts in this direction has been the institution of a series of meetings of school committees. These were held in 6 of the 14 counties of the State during the summer and fall of 1877. The calls for the meetings were issued by the agents of the State board of education, after conference with the committees in the several counties, but the meetings were officered and controlled by the school committees themselves.

The aim in holding them seems to have been to awaken the committeemen to a deeper sense of the importance of the duties which the law devolves on them and to secure a fuller coöperation between them and the teachers in efforts to elevate and improve the schools. The general question for discussion was, "How can the efficiency of the common schools be increased?" Subordinate topics were embraced under this general head, and with the aid of Secretary Dickinson and at least one of the agents of the board of education such themes were discussed as school supervision; powers and duties of committees, especially with regard to truancy; the examination and certifying of teachers, and courses of study. The several branches of study, drawing in particular, received considerable attention. Methods of teaching were also talked over. In all the meetings, it is said, there was shown an earnest desire to discover the best means of improving and conducting the schools. The results for the year have been (1) a quickening of intelligent interest in good school work among many of the school committees; (2) the formation of permanent associations of the committees in four of the counties, with a view to future meetings of like character; (3) the adoption of a course of studies by the Eastern Hampshire Association, which is made the guide for the schools of that section, and which has been widely distributed throughout the State to aid the teachers in securing unity of plan in work; (4) the passage of resolutions looking to further improvements and likely to lead to them.

Among the unaccomplished things brought up at several of these meetings and discussed in other ways throughout the State, was the matter of fuller and more skilful supervision of the schools. One of the agents of the board says that sometimes there is a lack of supervision. The private business of the committeemen overshadows school duties or those who are competent to supervise the schools will not always serve on the committee. Not unfrequently, those best fitted in a town are men who forty years ago may have been successful teachers, but who have through all the intervening time been absorbed in other pursuits, and have not kept up with the progress of education. The supervision in this last case is very apt to be imperfect. Another agent says it is exceedingly unequal when local; i. e., when one member of a committee takes charge of a single school or group of schools and another member of another. The supervision, in some instances, is systematic and effective, in others one-sided and weak. It is only where it is general, he says, that all the schools will be found working on the same plan and keeping nearly equal pace with one another. Accordingly, at two of the county committee meetings held in 1877, resolutions were passed in favor of county or district supervision, and a petition to the legislature was signed by committees in attendance asking for the division of the State into sections, with the appointment of one or more school superintendents, whose duty it should be to supervise the educational work of the public schools within their sections, examine and license teachers, and in all practicable ways aid the local school committees. Secretary Dickinson urges strongly the same measure, believes it could be instituted with but slight addition to the present cost of the school system and a real eventual economy, and says: "Our legislature could not secure for the State a greater good than would result from the passage of any act authorizing and requiring the appointment of county superintendents, who shall be the agents of the school committees of the county and exercise over the schools the same intelligent supervision as is now exercised by city superintendents."—(State report for 1876-'77.)

KINDERGÄRTEN.

Seven of these institutions report for 1877 a total of 159 pupils under 7 principal and 8 assistant teachers. Three of these schools were in Boston, one of them in connection with the public school system of the city. The others were in Cambridge, North Cambridge, Florence, and Yarmouth Port. All had the Fröbel gifts and occupations, and the one connected with the Boston school system expresses substantially the testimony of all as to the effects of the training, viz, that it "promotes healthy and harmonious growth of the mental, moral, and physical nature."—(Returns to Bureau of Education.)

CITY SCHOOL SYSTEMS.

OFFICERS.

In all cases there are school committees, composed of some number divisible by 3, elected for terms of 3 years, one-third liable to change each year by new election. The committee usually chooses a city superintendent to visit and have general super-

schools; in Boston, it chooses also 6 supervisors for the examination of candidates for teacherships, and of candidates for graduation—(School laws *et cetera*.)

STATISTICS.

	Population in 1875.	Children of school age, 5-15.	Enrolment. <i>b</i>	Average at- tendance.	Teachers.	Expenditure.
..	15,760	3,171	3,374	1,921	63	.....
..	341,919	58,636	55,417	42,797	1,305	\$1,816,615
..	47,838	8,218	9,523	6,492	188	182,504
..	45,340	8,509	8,814	4,843	123	.....
..	12,989	2,208	2,319	1,783	60	37,507
..	16,754	3,691	4,202	2,994	98	.....
..	14,628	2,608	2,804	2,075	66	.....
..	16,200	2,963	1,959	1,141	46	26,220
..	34,907	5,634	4,759	3,516	109	.....
..	49,688	7,400	7,763	5,249	141	127,691
..	32,600	5,924	5,544	4,964	117	106,651
..	25,876	4,002	3,925	3,175	110	.....
..	13,323	2,505	2,415	1,665	47	28,994
..	16,105	2,853	3,194	2,439	80	82,456
..	25,955	4,430	4,947	2,838	86	.....
..	21,868	4,028	4,960	3,472	97	.....
..	31,053	5,408	5,890	4,183	120	92,428
..	20,429	3,632	3,579	2,649	75	50,066
..	9,568	2,196	1,957	1,562	52	32,315
..	42,317	8,801	9,936	6,996	180	144,579

ke of uniformity, the figures in these statistics, except for expenditure, are taken from ended to the State report for 1876-'77. The expenditures and the additional particulars able are from the published reports of the cities mentioned, covering generally the same ases of Holyoke, Newton, Springfield, Taunton, and Woburn, the expenditures are from a. In a return from Adams the full expenditure is not given, but the receipts for school tated to be \$39,483.

sent often exceeds the number of school age from the narrow limits of that age.

ADDITIONAL PARTICULARS.

d, during 1876-'77, in connection with 466 ordinary day schools and 8 high ty Kindergarten, 16 elementary evening schools, 1 evening high school, 5 wing schools, 2 schools for licensed minors (newsboys and bootblacks), Mann School for the Deaf, and a normal school for girls. This last will under the head of Training of Teachers, further on, and the schools for ors and the Horace Mann School under the head of Special Instruction. garten had an average registration of 34 and an average attendance of 31, hers; the 16 elementary evening schools, a total registration of 5,175, an onging of 2,142, and an average attendance of 1,205, under 139 teachers; ig drawing schools a total registration of 1,244, an average belonging of average attendance of 279, under 13 teachers; the evening high school an 50 belonging and of 352 in attendance each evening, under 11 teachers. In number belonging to all the schools of the city there was an increase of than one-third of the increase being in the evening schools. Yet, with ment of numbers, there was, through careful economical arrangements, a f expenditure to the extent of \$198,765; and this, Superintendent Phil- s, without impairing in any perceptible degree the efficiency of the schools. v to the furtherance of this efficiency by the improvement of teachers al- service, special courses of instruction and training in methods of teaching ing, penmanship, and reading have been instituted in connection with the d school. It is proposed to continue these courses, with additional ones on her branches, and that teachers just entering on service be required to at- a certain number of hours weekly for a year or two. As a further means ig efficiency, the complete adoption of the free text book system is ear- d by Mr. Philbrick, the system of partial supply of books to indigent chil- g many of the objectionable features and results of the old pauper school irty-second semiannual report.)

s, for the year ending December 31, 1877, had a high school, with 13 teach- mar schools, with 83; and 20 primary schools, with 75; besides a training he preparation of new teachers, 6 evening schools for ordinary studies, and rawing schools, the teachers in these evening schools numbering 45. There special teacher of singing, a supervisor of drawing, and a teacher of sewing n half time. This last item of instruction was introduced during the year ses of a grammar school, on the repeatedly pressed petition of ladies of the d as an experiment only, the interest taken in the work by the children who taught and by their parents indicates a favorable feeling with respect to it

on the part of those most affected. The general attendance in all the schools being about the same as the preceding year, the increase in the high school and grammar schools involved a corresponding decrease in the primary schools. The evening schools, reaching from November 1, 1876, to April 1, 1877, had an enrolment of 754 scholars and an average attendance of 290. The expenses of all the schools have been largely reduced, mainly by reduction of the salaries of teachers.—(Report of the school committee and superintendent for 1877.)

Fitchburg had, in 1877, 1 high school, with 8 teachers; 3 grammar schools, with 13; 9 intermediate, with 10; 10 secondary, with 13; 10 primary, with 12; and 7 ungraded, with 8. Three of the schools were open only a portion of the year, and some changes occurred among the teachers. Additional to the other teachers were 3 special ones for singing, writing, and drawing. Two evening common schools were maintained, one for the winter months, the other for a few weeks only, with 11 teachers, an enrolment of 153, and an average attendance of 66, and an evening drawing school, with 3 teachers, an enrolment of 108, and an average attendance of 60.—(Report of Superintendent Joseph G. Edgerly for 1877.)

Lowell reports, for 1877, 1 high school, with 10 teachers, an enrolment of 300, and an average attendance of 291; 8 grammar schools, with 61 teachers and an enrolment of 2,293; 1 intermediate, with a single teacher and 30 pupils; 2 "mixed" schools, with 2 teachers and an enrolment of 48; and 64 primary schools, with 64 teachers and an enrolment of 3,070. A reform school is also referred to as efficiently conducted, well taught, and under firm yet conciliatory discipline, and a "mill school" as kept up for 45 days during the summer, with a total enrolment of 78 and an average attendance of 28. Evening drawing schools were held from November 13, 1876, to April 1, 1877, with 9 teachers and 275 students, divided into architectural, machine, free hand, practical design, and crayon shading classes, 40 lessons being given in each class and 2,020 drawings accepted. Then there were at least 4 other evening schools for ordinary studies, with 57 teachers, 1,278 different scholars, and 541 in average attendance, taught for 55 evenings with encouraging results. An evening high school, apparently one of these 4, was opened in the autumn of 1876 as an experiment, proved a success, and is likely to become a permanent part of the evening school system. The order in all the evening schools is said to have much improved. In the day schools, special teachers of penmanship, drawing, and vocal music have been employed. The musical instruction seems to have awakened very general interest, and is reported to have achieved a decided improvement on previous results.—(Report for 1877.)

Lynn reports for the same year 1 high school, with 5 teachers, an average enrolment of 154, and an average daily attendance of 146; 7 grammar schools, with 49 teachers and an average enrolment of 2,115; 54 primary schools, with 54 teachers and an average enrolment of 2,656; 1 evening drawing school, with 1 teacher, an average enrolment of 55, and an average attendance of 35. Several other evening schools for elementary studies, maintained in previous years, were not renewed in the winter of 1876-77 because of irregularity of attendance, difficulty in maintaining discipline, and lack of earnest work on the part of pupils. It is thought, however, that by concentrating all the strength of effort on 2 such schools, with thoroughly good teachers, and securing order by special police, if necessary, better results may be obtained in future. In the day schools, special teachers of vocal music have been employed, and, in the high school, a teacher of drawing and penmanship. The course of study in the high school has been changed within the year, with a view to more adequate provision for the thorough training of pupils who contemplate entering college. There is now an English course of 2 years; a classical, of 3 years, with provision for a fourth whenever a class of 10 pupils in it can be secured; and a college course of 4 years. In the classical course, Latin is studied, but not Greek, and German or French may be taken up at the beginning of the second year and continued throughout the course. The college course includes both Greek and Latin, with French in the third year.—(Report for 1877.)

New Bedford, through her school committee, reports 24 schools, 23 school buildings, and 104 school rooms, 1 used for a training school, 12 for high school purposes, 33 for her 3 grammar schools, 44 for her 11 primary schools, 11 for her 6 country schools, 1 for a mill school, 1 for a farm school, and 1 for drawing. Two evening schools have also been maintained, and music as well as drawing has received steady attention in the city system. The statement is made (and it applies to other cities also) that, adding to the public school enrolment those attending private schools and those at work in mills, at home, or elsewhere, there remain only about 10 per cent. of the children of school age detained from school by the contingencies of city life which deprive of public instruction those entitled to its benefits. The average attendance on the public schools, too, has very nearly reached the average number belonging. The new high school building, referred to in the report of last year as completed, is said to bear admirably the test of use and to satisfy at almost every point the most exacting demands. The question of a possible alteration of the course and methods of this school, with a view to closer union with the lower grades and to effecting still greater good for a

greater number, having been referred by the committee to Superintendent Harrington, he, in his part of the report, enters into one of his usually exhaustive arguments (1) in favor of public high schools as useful in a great degree; (2) against the too prevalent tendency to separate them in their course of study and arrangements from the schools below; (3) for such modifications of the course as may both bring the high school into closer relation with the grammar schools and satisfy the popular requirement for an education which will prepare the pupils for the pursuits and industries on which they must depend for a livelihood. The whole paper is a very sensible and able one, and might well be made an effective campaign document in the present contest about high schools.—(Report for 1877.)

Newburyport, through her school committee, indicates the existence of apparently 3 high school departments,¹ with a preparatory one answering somewhat to the upper class of grammar schools in some cities; of a large central graded school, in which both sexes are successfully taught in the same rooms; of 6 grammar schools; of 13 primary schools, and of the Plains School on the outskirts, which has all grades of pupils under one teacher, from those learning the alphabet to pupils preparing for the high schools. In these day schools there was, for 1877, an average belonging of 1,697 and an average daily attendance of 1,495. Then there were also 2 evening elementary schools, one for men and one for women, and an evening drawing school; the two former extending through the winter; the last, from January 29 to spring. Pupils in the evening school for women, total, 103; average, 61; in the evening drawing school, total, 65; in the school for men, numbers not given. The grammar school course in this city is shorter than in some others; but the committee think that this is more than compensated for by a preparatory high school year, in which the higher grammar school studies are taught by highly qualified teachers both economically and thoroughly in a central school. The adoption of a standard below which none could be admitted to the high school is said to have had a specially stimulating influence on the less successful grammar schools and to have done much to equalize results.—(Report for 1877.)

Newton reports a per capita expenditure for schools among the highest in the Commonwealth, growing mainly out of the fact that the city is made up of villages widely separated from each other. The concentration of pupils in large buildings, with several schools under one roof, is thus made impossible; and numerous school-houses, with many masters and first assistants, add considerably to the total expense. One lady in an outlying district has only 18 pupils; but the various ages and attainments of these make almost as many classes as scholars, requiring wide attainments and peculiar teaching power, with, consequently, a salary large for the size of the school. Still, in general, the salaries are lower than in the large cities of the State, and only reach about the average of places of like population, while incidental expenses are kept down to the lowest possible limit. As a whole, the year was a successful one. Only one great shadow fell upon it in the death of Hon. Warren Johnson, late superintendent of the schools of Maine, who had entered on his duties as superintendent here, and was fast securing the confidence, coöperation, respect, and love of all around him, when he was suddenly removed.—(Report, 1877.)

Springfield had, in 1877, 1 high school, 6 grammar schools, 9 separate primary schools, with 3 more in grammar school buildings, 10 ungraded schools, 2 evening elementary schools, and 2 evening drawing schools, in all, 33, apparently exclusive of a truant school, which had a total enrolment of 27; average attendance, 12. The schools generally are said to have improved, both in the amount and character of their work, through the successful cultivation of a better spirit and the prevalence of real teaching over mere hearing of recitations. The average attainments of the candidates admitted to the high school from the grammar schools, as shown by their written work at examination, appear to have been not only higher than in previous years, but also to have indicated a better understanding of principles, with greater evenness of acquirements and a more attractive neatness in the work. The committee speak most favorably of the condition of the high school, which contained 399 pupils, with 50 in the senior class, rivalling in its enrolment many reputable colleges and surpassing some in the fulness of its course. One of the evening drawing schools is also said to have been exceedingly successful, while the other 3 evening schools also did useful work. Drawing and music in the day schools have received a fair measure of attention, and with good results.—(Report for 1877.)

Worcester reports, besides 10 suburban schools and 6 ordinary evening schools, 5 evening drawing schools, with (reckoning by the number of rooms for study) 65 primary schools, 42 secondary, and 39 grammar; the high school, counted as 1, occupying 12 rooms additional. The total number of school buildings was 34; of rooms, 171; of sittings, 8,613. The grading of the schools—which includes 3 primary, 2 secondary, and 4 grammar grades, with the high school—has not been materially changed within the year, except by the institution in the high school of a class preparatory to college. For those who enter it, this adds a third year to the previous

¹One of these, the Putnam Free School, appears to be an adjunct of the city school system, without being entirely under its control.

2 years' course of the high school and prepares for the more difficult as well as the ordinary examinations for admission to collegiate classes. Physiology, formerly taught in the ninth grammar grade, has been added to the studies of the high school. The number registered in this school for the year was 643; number of graduates, 63. Special teachers of music and drawing are employed in the schools, and the latter study has been prosecuted with special reference to practical industrial results. (Report of Superintendent A. P. Marble for 1876-77.)

From Fall River, Gloucester, Haverhill, Holyoke, Lawrence, Salem, and Somerville no printed reports have been received furnishing particulars beyond those given in the table.

Of the towns reporting themselves, additional to the above named cities, Chelmsford, Quincy, and Woburn seem to deserve mention: the first, for maintaining 2 high schools in connection with 1 grammar school, 1 intermediate and 9 primary schools; the second, for having, according to various testimony, through the concurrent action of an intelligent committee and an energetic superintendent, brought her schools up to a remarkable degree of efficiency and thoroughness; the third, for presenting, in a sensible and well prepared report, a system of 37 schools, "all graded according to the modern standard," all housed in good buildings with comfortable single desks, inclined chairs, and other conveniences, the head of the system being a high school which prepares students for collegiate courses or for positions of trust and influence.

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

The normal school system of Massachusetts, instituted in 1839, includes 5 schools for the preparation of teachers in the ordinary branches of instruction and a normal art school for training teachers of industrial drawing. In the first 5—the regular course in which is 2 years, with an advanced course of 2 years more—the number of students for the year covered by the reports was 979; the graduates, 10 of them from the advanced course, 260.¹ In the Normal Art School, where the course is of 4 years, the students for the year numbered 218, the first graduate receiving a diploma which indicated the presentation by him of 63 certificated works of art and the successful passing of 39 different examinations. In all the schools, increasing thoroughness of instruction appears to be the rule, with increasing advantages from more extensive libraries, museums, and other apparatus for illustration in the five first mentioned. Drawing is taught in all; vocal music in all but the art school; and, with the same exception, all have schools of practice to aid students in acquiring the art of teaching in connection with the science.—(Report of visitors of normal schools, in State report for 1876-77, and returns to Bureau of Education.)

Besides these State normal schools there is the Boston City Normal School for Girls, which, according to Mr. Philbrick's report, had an average of 77 pupils during the first half year of 1877, and graduated 65 in the summer of that year. The city reports of Cambridge and New Bedford also show a training school for the preparation of teachers in each of those cities, the former graduating 6 students in 1877, the latter 2.

NORMAL COURSES.

At Harvard College, in the summer of 1877, there were 4 courses of instruction, each of 6 weeks, in botany, geology, and zoölogy; a summer school of biology, zoölogy, and botany in connection with the Peabody Academy of Science, at Salem; and a private summer school of languages at Amherst; all meant to give to teachers the advantages of special instruction in this course of study and all constituting substantially summer normal schools. Harvard, it should be further noted, offers to teachers a 1 year's course of study in the elements of natural history, chemistry, and physics, branches which come more and more into favor in both private and public schools.—(Catalogue, 1876-77.)

TEACHERS' INSTITUTES.

Under the law providing for these brief training schools for teachers, 9 institutes were held during the year 1876-77 in 8 counties and for 9 successive weeks. They were conducted by the secretary and agents of the State board of education, with the aid of special teachers skilled in the several departments which they taught. The exercises consisted of illustrations of the best methods of presenting the various topics taught in the schools, with evening discussions of these methods and of the general needs of the schools with respect to teaching, management, visitation, and supervision. There were registered at all the institutes 1,847 names, every county in the State and nearly 200 towns being represented.—(State report.)

¹The secretary of the board of education makes the whole number of graduates for the year, including 1 from the Normal Art School, 256. The number above given, however, is from the summary of the visitors appointed by the board.

EDUCATIONAL JOURNAL.

New-England Journal of Education, edited by a former State school commissioner of Rhode Island and largely devoted to the improvement of the methods of instruction and discipline in schools, continued its useful course in this direction during 1877, with its extensive circulation, must have done much toward making the journal judicious and the management effective, where, without this influence, both would have been quite otherwise. Two others, the *Primary Teacher* and *Good Times*, both published under the same auspices and from the same office, have aided in improving the lower schools and afforded pleasant exercises for the pupils.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The number of these schools reported to the State board in 1877 was 216; teachers, 1,919; scholars, 19,160. In addition to the elementary branches taught in the lower schools, the course of study in them is required by law to include "general history, geography, physics, chemistry, natural philosophy, geometry, botany, the civil and political history of this Commonwealth and of the United States, and the Latin language." Some of the cities voluntarily add other studies for such students as desire to enter colleges, so as to have a fair preparation for any business in life.

One of the present frequent objections to high school education at public expense, is that it is a waste of money. Mr. Dickinson devotes several pages to an advocacy of the system. Beginning with a statement that "no system of public education is worthy of the name, which does not create a great educational ladder with one end in the gutter and the other in the clouds," he answers the current objection that "secondary instruction is not worth the cost" by a denial, saying, "The history of all peoples shows that the products of labor, to the laborer, will be in proportion to the skill which he labors. But labor will be skilled or unskilled in proportion to the high state of public instruction, directed, first, toward general culture and, second, toward the arts which the laborer is to apply." The substance of the second common objection, that "only a small portion of the school population avail themselves of the advantages of the high schools," he grants, but says, "There will be more educated people in every town maintaining a high school than there would be without it; and the more educated people there are, the greater will be the development of material for the more perfect the security of property and of persons, the higher the civilization, and the more complete the facilities for the unmolested enjoyment of all the rights of our natural rights." He then goes on to argue for the high schools on the ground that they give increased efficiency to the elementary schools below them, quoting Adams's declaration, that "in the United States the common schools have produced the best results where the means of higher education have been most abundant," and saying further that, "by the standard they establish for admission to colleges and the opportunities they offer for a higher education, the high schools do what the lower schools shall do, and they everywhere stimulate pupils to do what the lower schools till what is required has been accomplished." But while regarding high schools as the crowning excellence of the school system, he thinks that those in charge of them should guard against introducing into their courses of study more subjects than can be mastered, and that the topics chosen should be such as to lead the student in the direction of the most useful information and at the same time provide the greatest possible amount of mental discipline.—(State report for 1877.)

OTHER SCHOOLS CORRESPONDING TO PUBLIC HIGH SCHOOLS.

Statistics of all schools of this class reporting for the year 1877, including business, private academic schools, and schools specially preparatory to college, see V, VI, and VII of the appendix, and the summaries of these in the Report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES.

Statistics of 8 reporting institutions of this class, see Table IX of the appendix, and summary of this in the Report of the Commissioner preceding.

At the 8, Smith and Wellesley are exclusively for women, providing courses, how- ever, equal to all ordinary ones for men. Boston University admits both sexes. In 1877, there were 254 women in regular collegiate classes, besides 41 in special or partial courses. During the year a number of new elective courses were established for the year 1876-77; among them one in Homeric philology, for the special benefit of students who intend to study languages; also advanced courses in Latin composition and in rhetoric, new

courses in mathematics and in physics, a course in entomology, and one in making the number actually open for choice at the beginning of the year, 102. The development of the optional system is shown by a table in the president's report giving the number of elective exercises a week offered by the faculty for seven including 1877-78. The most striking fact deduced from this table is the decrease in the proportion of time given to the classics. It is thought that this is to be explained chiefly on the ground of the increased attractions held out in other departments of study. Another important detail in the table is that both mathematics and physics showed a steady decline until the present year, notwithstanding the great facilities offered in those departments. It is not stated that this is due to the elective system, but it is remarked that if it be it is one of its least fortunate developments and that the confirmation of some indications of a change in favor of these departments is looked for with solicitude.

A revision of the requisites for admission has been made for the purpose of admitting more satisfactorily the conflicting claims of classical and scientific studies. Every candidate is now required to pass upon a specified minimum requisition in all the preliminary studies, and also upon a further or maximum requisition in at least two of the principal departments, Latin, Greek, mathematics, and physical and natural sciences. This arrangement places physical and natural science upon the same footing as mathematics and opens a wider range of choice by allowing any of the possible combinations of the four branches in which the maximum requirements are to be offered.—(Annual Report for 1876-77 and annual report.)

Among other changes at *Boston University* in 1876-77 is the abolition of the leading to the degree of bachelor of philosophy. This was a 3 years' course which could be entered upon without a knowledge of Greek. As an evidence that the change made was wise, it is mentioned that the applications for admission in the fall of 1877 to the arts course alone were more numerous than the candidates for the two have been.

It has been decided also to materially increase the requirements for admission to the College of Liberal Arts. These requirements, as thus advanced, it is claimed will cover a full year's work beyond the present average requirements in this country. The additions are to be distributed over 5 years, as follows: In 1878, elements of rhetoric with French at sight; in 1879, elements of chemistry, elements of physics, and hitherto unrequired portions of algebra; in 1880, Sallust's *Catiline*, the *Cato Major*, an additional oration of Cicero, the hitherto unrequired portions of plane and solid geometry, and German at sight; in 1881, one book of Herodotus, 2,000 lines of or books VII-IX of the *Æneid*, and the translation at sight of Latin passages included in the regular requirements.

Out of a total attendance of 667 students in all departments of the university were young women. The percentage of young women attending has steadily increased during the 4 years in which the school has been in operation, having been, the first year, 20; the second, 21; the third, 22, and, the fourth, 25.—(Annual report, 1877 and Year Book.)

The plan of instruction in the other colleges of the State, the requisites for admission, &c., seem to be substantially as reported in 1876-77.

COLLEGES FOR WOMEN.

In addition to Wellesley and Smith Colleges, already mentioned, 8 institutions devoted exclusively to the higher education of young women report for 1877. For full statistics, see Table VIII of the appendix, and the summary of it in the Report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

[For full statistics under this head, see Tables X-XIII of the appendix, and summaries of them in the Report of the Commissioner preceding.]

SCIENTIFIC.

The *Massachusetts Agricultural College*, Amherst, has a farm of nearly four hundred acres, new and good buildings, and a cash fund of \$240,000 in the State treasury. The trustees, however, state that it is greatly in need of money to enable it to do the work devolved on it. The course of study extends over 4 years and embraces agriculture, botany, horticulture, chemistry, geology, veterinary science, zoölogy, mathematics, physics, civil engineering, military science and tactics, the English, French, German languages, and mental and moral science. Students, upon entering, are allowed to matriculate also in Boston University, and, on completing the college satisfactorily, receive the degree of bachelor of science, and, if they choose, a diploma entitling them to the privileges of alumni of the university. The number of students attending in 1877 was 69, all of them young men.

The *Massachusetts Institute of Technology*, Boston, provides courses of instruction

mechanical, and mining engineering, architecture, chemistry, metallurgy, natural physics, science and literature, and philosophy. These courses extend over and are identical during the first one, but for the three remaining years the each course are arranged with reference to the specific end in view. Admissions, covering 2 years and more, have been established for graduates, leading to degree of doctor of science. In addition to these courses, the trustees of the institute, under the supervision of the Massachusetts Institute of Technology, have established courses of instruction open to either sex, which are free of charge. These courses are pursued generally in the evening, and embrace essentially the same subjects as the courses before mentioned, but apparently in more popular form. A name for six such courses is published, with a description of a seventh, which is intended to give instruction in practical design for manufactures. There were 22 students in 1876-'77, and 209 undergraduates, besides 49 who were not candidates for a degree; total, deducting names counted twice, 293.

A course in vise work, conducted during the year past, has awakened much interest throughout the country and forms the starting point in a line of industrial instruction that is likely to lead to great progress, which will be aided by a new school of mechanical arts in the institution.—(Twelfth annual catalogue.)

The Worcester Free Institute of Industrial Science, Worcester, following in general the plan of the polytechnic schools of Europe, offers a good education, based on mathematics, modern languages, physical sciences, and drawing. It also claims to give practical familiarity with some branch of applied science to secure to its students the means of gaining a livelihood. It is specially designed to meet the needs of those who wish to be prepared as mechanics, civil engineers, chemists, or agriculturists.

The training of students preparing for mechanical engineers occupies three years; that of all others, three years, of 42 weeks each. There are, therefore, three classes, viz, apprentice, junior, middle, and senior. Instruction is given by lectures, and practice. The departments for practice are (1) mechanical engineering, (2) civil engineering, (3) drawing, (4) physics, and (5) chemistry. In the shop practice is added to the course and incorporated with it. In the fall of 1876 there was an attendance of 87 students in the regular classes, besides 2 pursuing a special course. Twenty-three graduates received the degree of B. S.—(Return for 1876.)

At the Lawrence Scientific School, in the Museum of Comparative Anatomy and Zoölogy, and at the Bussey Institution, and in 3 summer schools of science. Lawrence Scientific School offers courses designed for (1) graduates of high schools and academies who require practical education in civil and topographical engineering, in mining, in chemical history, or in mathematics, physics, and astronomy; (2) for persons who wish to become teachers, instruction being given in the modern methods of teaching by observation and experiment; (3) for candidates for the degree of doctor of science and other advanced students. The Bussey Institution is a school of agricultural horticulture, established in execution of the trusts created by the will of John Bussey. Systematic instruction is given in agriculture, useful and ornamental gardening, and stock raising. The summer schools of science, being largely intended to aid teachers in their preparation for higher work, have been already mentioned under the heading Training of Teachers.

The Lowell Institute, Boston, in its annual courses of lectures, often traverses fields of science and aids in diffusing through the general community a knowledge of the primary elements of astronomy, geology, and similar branches of science.

THEOLOGICAL.

The Andover Theological Seminary (Congregational), Newton Theological Institution, the Episcopal Theological School of Massachusetts (Protestant Episcopal), the University Divinity School (Unitarian), Boston University School of Theology (Protestant Episcopal), and Tufts College Divinity School (Universalist) have each a course of study, Tufts having also one of four years for such as have not completed collegiate training. Of the 221 students attending these schools in 1877, 110 were graduates of colleges. Special courses, not leading to a certificate of divinity or to the degree of bachelor of divinity, are arranged in some of the schools for the benefit of students who may be unable to take the full course. Another of this class, the New Church Theological School, Waltham, makes report of its operations since 1866, but appears from the return to have no settled course and no regular corps of instructors.

LEGAL.

The Law School of Harvard University there had been some fear that the institution would be discontinued for admission in the case of non-graduates and the extension of the course from 2 years to 3, mentioned in the report for 1876, would cause a diminution in the number attending. This apprehension proved unfounded, for in 1876-'77 125 students were attending.

number of students (187) was greater by 2 than in the preceding year. There has, moreover, been one very satisfactory result, viz, an increase in the number of college graduates entering the school, with a decrease of non-graduates, a change sure to result in great improvement if it be permanent.—(Report for 1876-77.)

The *Boston University School of Law* is making a like effort to elevate the standard of legal study. In accordance with the recommendation of President Warren, mentioned in the report of last year, besides the continued preliminary examination of non-graduates, the third year of the course has been changed from a post graduate to an undergraduate year, and henceforth the degree of bachelor of law is to be conferred upon no one who has not previously taken a degree in arts from some college in good standing. Diplomas of graduation, certifying the completion of the course, however, are to be given those who have studied law 3 years (2 of which must be in this or in some other approved law school), provided the candidate pass a satisfactory examination. Here too the extension of the course and elevation of the standard have been justified by the immediate result, a larger attendance than in the preceding year, 143 against 141, with a still further increase at the opening of 1877-78.—(Report for 1876-77.)

MEDICINE.

The *Medical School of Harvard University*, which in 1871 set the good example of instituting a 3 years' course of study, with a series of examinations on all main subjects extending through the course, added in 1877 still further to its services in this direction by instituting a preliminary examination of all candidates for admission without a degree in letters or science. This examination is in Latin prose and Balfour's Physics, French or German, however, being accepted instead of Latin, if desired. The immediate effect was to reduce somewhat the number of new entries, 6 out of 13 who presented themselves in June being rejected and 2 out of 29 who presented themselves in September; but of course the better quality of the admissions must more than make up for this slight reduction in quantity, and the diploma will mean more and be worth more in the end. The number of students for 1876-77 was 247. Of these, 82 offered themselves for examination for a degree; 61 passed and received diplomas, the others withdrawing, failing to appear, or being rejected.

The *Boston University School of Medicine* has also a preliminary examination of all applicants for admission who are not college graduates, and a medical course covering 3 years essentially the same as that at Harvard. It is open to both sexes on the same terms. Students in 1876-77, 184; graduates, 45.—(Fourth annual report.)

The *Dental School of Harvard* now provides a progressive course of instruction extending over 2 years, the teaching of one year not being repeated in the next. To obtain the degree of doctor of dental medicine, however, there must be 3 years' study, at least one continuous year at this school. Students last year, 22; graduates, 8.—(Catalogue for 1876-77 and report.)

The *Boston Dental College* has greatly raised its standard for graduation during the last 2 years. In order to graduate, the candidates among other requirements must have pursued their professional studies 3 years under a competent instructor, must have attended 2 full courses of lectures in this college, and must pass a satisfactory examination. The number of students (25) attending in 1876-77 was not quite so large as in 1876, yet the school is in a healthy and prosperous condition.—(Return, with letter and printed catalogue.)

The *Massachusetts College of Pharmacy* has a 2 years' course, embracing chemistry, materia medica, and botany, and theory and practice of pharmacy. To obtain the degree of the school, the student must have served an apprenticeship of 4 years with some qualified pharmacist in a dispensing store, besides having attended the 2 years' course of this college or one year here and another (the first) at some other recognized college of pharmacy.—(Catalogue, 1876-77.)

SPECIAL INSTRUCTION.

SOCIETY FOR PROMOTING STUDY AT HOME.

This excellent association, which has its seat in Boston, but includes members from several States, aims to encourage young women to devote a part of every day to systematic and continuous study. For this purpose it arranges courses of reading and programmes of studies, which it distributes to its members, with directions and advice. The student members must be 17 years of age at least, and must pay annually \$2 for printing, postage, and the incidental expenses of the association. The yearly term of study is from October 1 to June 1, at which latter time students are invited to send to Boston for examination essays in English, French, or German, on such subjects as it may please them to select. Certificates of progress are issued upon these according to the measure of advance shown.

EDUCATION OF THE DEAF AND DUMB.

16 Clarke Institution for Deaf-Mutes, Northampton, which owes its name to the effluence of the late John Clarke, of that place, is not a State school, but, owing to excellence of its arrangements, it receives an annual State allowance for the education of pupils from Massachusetts. Growing out of a school originally opened by Harriet B. Rogers at Chelmsford in 1866, in the following year it was set on a basis at Northampton by Mr. Clarke's liberality, Miss Rogers being continued at head of it. One of the main purposes of the school from the beginning has been to promote the education of deaf children at an earlier age than had been previously customary, and the success secured through taking quite young children has led to an unswerving following of its plan in this respect, as well as in its efforts to teach articulation from the outset. It has three departments, primary, grammar, and high; in a new building was erected for the first of these. While giving a good English education, cabinet making is taught to such boys as need industrial instruction, and sewing and mending to the girls. It had 66 pupils under 8 instructors in 1877.—(Return and report for 1877.)

16 Horace Mann School for the Deaf was organized in 1869 by the Boston school under the name of the Boston School for Deaf-Mutes. Its title was changed in 1877 to that above given, because the former one did not correctly express the condition of its pupils, many of them having been taught to talk, while the effort is made to enable them all to do so. The school still remains under the control of the city school committee, forms a part of the public school system, and teaches the common English branches in six regularly graded classes, with Professor Bell's system of articulation. The only industrial employment taught is sewing.—(Return and report for 1877.)

EDUCATION OF THE BLIND.

16 Perkins Institution and Massachusetts School for the Blind aims to give to sightless children the same kind and degree of instruction as can be had in the best common schools for those who see, and to train them to industry and useful occupations, improving meanwhile their physical condition and perfecting the delicacy of their remaining senses. At the close of the year 1876-77 it had 133 pupils under 7 teachers, 113 men and 4 women employed in a workshop for adult blind persons. Besides school exercises and the usual industrial occupations of each day, there are evening readings to the pupils, divided into six classes for this purpose, with a view to the improvement both of their information and their taste. A gallery in which the girls may exercise and play is among the improvements of the year past, good bodily health and cheerful spirits being held to be important adjuncts to all mental training. A legacy of \$80,000 lately left the institution by Miss Charlotte Harris, of Charlestown, at the date of the report, still somewhat uncertain, because of its aiming to create a department which would have somewhat the character of an asylum.—(Report for 1877.)

EDUCATION OF THE FEEBLE-MINDED.

The benevolent work, first instituted in this country by the late Dr. Samuel G. May, is now prosecuted in Massachusetts by three different institutions: (1) The Massachusetts School for Idiotic and Feeble-Minded Youth, in South Boston, which has 88 pupils under 21 instructors, attendants, and other employés in 1877; (2) a private Institution for the Education of Feeble-Minded Youth, at Barre, which had 76 pupils, with what number of instructors and attendants is not stated, but apparently not less than 13; (3) the Hillside School for Backward and Feeble Children, at Fayville, which had 9 pupils under as many teachers and other employés. All these aim to improve the elements of an English education, to develop both the mental and physical powers of the children, and to give training in pleasant and useful occupations. The Hillside school and Massachusetts school were both established in 1848; the one at Barre, in 1870.—(Reports and returns for 1877.)

BOSTON SCHOOLS FOR LICENSED MINORS.

There were 2 of these schools reported in 1877, having 2 teachers, an average of 65 licensed pupils, and a daily average attendance of 57. The percentage of attendance was 87.7; the average number of pupils to a teacher was 32.5.

STATE CHARITABLE AND REFORM SCHOOLS.

The State Primary School, at Monson, had in it, for the year ending July 31, 1877, a total of 920 different scholars, with an average attendance of 393, under 8 female teachers; the State Industrial School, at Lancaster, 125 different scholars, with an average attendance of 83, under 3 female teachers; the State Reform School, at Westborough, had 125 different scholars, with 339 in average attendance, under 2 male and 5 female teachers.—(State report for 1876-77.)

OTHER KINDRED INSTITUTIONS.

The House of Reformation for Juvenile Offenders, in the city of Lowell, 1877 a total of 123 inmates, under 1 teacher besides the superintendent; the Industrial School, Lawrence, 31 inmates, under 5 teachers or other officers; Mer Farm School, Salem, 29, under 5 teachers or other officers. In all the elements of an English education are imparted and such industrial occupations and cane seating of chairs are pursued.—(Returns to Bureau of Ed

SCHOOL OF THE INDUSTRIAL SCHOOL ASSOCIATION, BOSTON.

This school, formed by the union of an industrial school conducted for two the Lincoln Building, and the Boston Whittling School, carried on for five the chapel of the Hollis Street Church, admitted 32 boys, from 12 to 16 years for two evenings of each week, in the winter of 1876-'77. Perhaps 12 have some instruction in the use of the jigsaw and knife, but none of them have been previously trained in wood carving or in the use of the chisel for this purpose. 24 lessons in wood carving was prepared, the necessary benches and tool and an effort made to give the boys an acquaintance with mechanical work in wood which would be useful to them in any one of many different trades. The direct instruction of these boys, the object of the society appears to be to demonstrate the practicability of some industrial training for such children in with their education in the common schools. The aim is certainly a worthy development of its results must be looked for with much interest. The object of a day school of carving and modelling has been established under the auspices of the Woman's Educational Association, to give instruction in carving and casting, for 5 hours daily of each school week during 8 months of the projected course will require 2 years for its completion.—(Report of committee.)

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

The State Teachers' Association met at Boston December 28-30, 1877. At the New-England Journal of Education, most of the papers read were of them unusually so, and the discussions following them thoughtful, if though off hand and extemporaneous. Two points stood out prominently of the meeting. One was primary school work and the other school supervision latter concealed under the topic "Ruts in education," discussed with great Charles Francis Adams and others. Secretary Dickinson and his former normal work advocated the philosophy of normal methods as especially primary teachers; but, beyond that, the meeting failed to suggest ways of primary instruction. This was not owing to a want of men and women on the subject, but to lack of time to call them out, and lack, also, of that expression which comes of longer sessions and better matured plans.

Among the addresses and papers given before the general association Rev. E. J. Beckwith, of Waterbury, in advocacy of technical instruction; Judge Aldrich,¹ of Worcester, maintaining the right and duty of the State by general taxation higher educational institutions; and one also by S. L. D., of Boston, on "Nature in education." Miss Annie M. Wilson, of Boston, a "Plea for better reading in our public schools," and Mr. George T. Angell, "Legions of honor in the schools," by means of which, he urged, a large body of patriotic boys might be sent forth from the common schools.

In the high school section, Prof. George H. Howison, of the Massachusetts Institute of Technology, discussed the question whether the study of geometry in its present form has any vital worth as a mental discipline, and Mr. H. H. Ballard, principal of the high school of Lenox, advocated a fuller and more systematic study of nature in the public schools.

In the grammar school section, papers were read on the importance of schools, on methods of teaching arithmetic, and on the study of civil government.

Mr. Parker, superintendent of the Quincy schools, who presided over the school section, insisted upon the need of an entire revolution in primary education in the State. Hon. John W. Dickinson, of Boston, followed in support of that there was as yet no system worthy of the name in the primary schools. At least, one great trouble being that the youngest, and often the poorest, are given charge of such schools. "The relation of primary schools to all other schools considered by Mr. Harrison Hume, of Lawrence, after which the question of the normal school doing for the primary schools?" was discussed by several men, the idea prevailing that, while teachers trained in normal schools have

¹ The paper of Judge Aldrich forms article B in the appendix to the State report for 1877 well worth perusal.

grammar and high school training, they have thus far very slightly affected schools.

Proceedings of the association closed with an exhibition of the telephone in by Prof. A. E. Dolbear, of Tufts College, who gave a history of its discovery and the principles upon which it is based.—(New-England Journal of Education.)

CLASSICAL AND HIGH SCHOOL TEACHERS' ASSOCIATION.

The annual meeting of the Massachusetts Association of Classical and High School Teachers was held in Boston, April 6 and 7, 1877.

On the first day an important paper was read by Hon. T. W. Bicknell on "The publication of educational works" for the needs of teachers. He recommended that a committee be formed among educators in New England the object of which should be (1) to publish such a depository as will contain a complete catalogue of educational works, (2) to secure the translation of the best German and French books on pedagogy, (3) to provide for the publication of all current writings of our most eminent living authors, and (4) to supply such publications at a low price to the great body of teachers. After some discussion, a committee of 5 was appointed to report on the recommendations.

On the second day were presented by Mrs. Clara B. Martin on "The study of French and German" and by Professor W. P. Atkinson, of the Institute of Technology, on "Entrance examinations to scientific schools." The last named subject was discussed by a number of gentlemen, among whom was President Eliot, of Cambridge, who wished to see a standard of admission to all scientific schools.

A committee appointed at a previous meeting of the association to consider the requisitions for admission to colleges and other higher institutions of learning reported their report, containing a number of suggestions and recommendations, and a view of securing uniformity in such requisitions.

On the second day the question of "Latin pronunciation" was discussed by E. R. Peck, LL. D., who favored the English method. Professor George H. Howison reviewed Whitney's Essentials of English Grammar, criticising the failure of the work to recognize the copula as an essential element of the English sentence and that he improperly classifies the parts of speech, which, the critic held, are a part of the subject and predicate in a greater or less degree.

At the adjournment of the association, the committee appointed to consider Mr. Briggs' recommendations as to the establishment of a teachers' publishing society reported favorably on them, and a committee of 9 members, headed by Dr. J. D. Philbrick, of Boston, was appointed to arrange details and perfect plans for such a society.—(New-England Journal of Education, April 12, 1877.)

OBITUARY RECORD.

HON. EMORY WASHBURN, LL. D.

A friend of every form of education died at Cambridge, Mass., March 18, 1880, having been born in Leicester, in the same State, February 14, 1800. His father was an officer in the revolutionary war, under Gates and Washington. His mother was a woman of rare ability and energy. Pursuing his antecollegiate studies at the academy of his native place, he entered Williams College at an early age, and graduated there in 1817; he then studied law at the Dane School of Harvard University and was admitted to the bar in 1821. For several years he practised law in Worcester, taking part in the local affairs of the town and representing it in the legislature in 1826 and 1827. In 1828 he removed to Worcester, and ten years later became a member of the State senate from it, and again a State senator in 1841 and 1842, when he was a member of the judiciary committee. In 1844 he was appointed by Governor Briggs to the court of common pleas, and served from that date till 1848. Five years later, during an absence in Europe, he was elected governor of his native State for 1854-55. In 1856, having accepted the Bussey professorship of law in the University, he removed from Worcester to Cambridge, and performed with ability the duties of that chair till September, 1876, when he resigned, having spent ten of these twenty years also as a member of the State board of education or of the Framingham Normal School.

In the various offices he held and all the many societies he was connected with, a prominent characteristic of Governor Washburn was a conscientious and most faithfulness to whatever work he had in hand. For example, Miss Johnson, late principal of the Framingham Normal School, says that in one of the earlier years of his term on the State board he visited that school twenty times, spending the whole day, attending the classes and listening patiently to the recitations, to see what methods of instruction and to determine what improvements might be made as to what apparatus and appliance for illustration might be needed; and these were the whole day of a more than usually busy man, and required early rising

and a ride of an hour and a half in the morning to reach the school in time for the commencement of the session. On such occasions, too, he often lectured on school laws and kindred topics, and, knowing every teacher and the particular work of each, not only exchanged pleasant greetings with them, but made sure, in hearty kindness, how each was getting on. At the regular monthly meetings of the board, too, he is said to have been always in his place, ready to bear his part in every work and his share of every responsibility; while at gatherings of teachers in State and county associations, he was often present, making addresses, taking part in discussions, and willingly doing anything within his power to help the cause of education. He did this, too, when time with him was money, and all thus done was a labor of love, bringing no pecuniary recompense whatever.

Notwithstanding the business devolved on him by his profession, and thus assumed in the offices he held, he found time to write historical sketches of his native place, first published in 1823 and enlarged and republished in 1860; Sketches of the Judicial History of Massachusetts from 1630 to 1775, published in 1840; a Sketch of the History of Leicester Academy, 1855; a Treatise on the American Law of Real Property, a standard text book in various editions from 1860 on; a Treatise on the American Law of Easements and Servitudes, 1863 and 1867, said by William Curtis Noyes to be "in comprehensive-ness and accuracy without a rival;" a later work, entitled Lectures on the Study and Practice of the Law; and a large number of historical and instructive addresses, generally published by request.

To such a man honors came naturally. Besides the public offices conferred on him by his fellow citizens, the degree of LL. D. was given him by Williams and Harvard, both in 1854, in recognition of his legal learning and ability, while almost all the learned and benevolent societies of his day claimed him as officer or member.

Of his educational labors the success of the Framingham Normal School, during his visitorship, was one monument. The prosperous Worcester County Free Institute of Industrial Science, largely indebted to him for early counsels and wise plans, was another. And, besides care for public schools and Sunday schools, he was for many years intimately associated with Dr. S. G. Howe in the latter's noble efforts to improve the condition of the deaf and dumb. In such good works a green old age was largely passed.—(From papers kindly furnished by Mrs. M. C. Washburn and Miss Annie E. Johnson, with Allibone's Dictionary of Authors.)

WILLIAM HATHORNE BROOKS.

This noble teacher died at his home in Cambridge, Mass., March 7, 1877, of pneumonia, aged 72 years. Mr. Brooks was a native of Salem, Mass., and a graduate of Harvard of the class of 1827. He devoted his whole life after his graduation to teaching—a period of fifty years. He went first to Lancaster, Mass., where for a few years he was an assistant teacher under Hon. James G. Carter, in a school for the education of teachers. Then, for a number of years, he was principal of the high school in his native city. Subsequently he returned to Lancaster, and for several years devoted himself to the instruction and training of students suspended from Harvard College, taking the young men into his own family and exercising over them a sort of parental control while carrying them along in their college studies, the aim being to correct their idle or vicious habits and return them as early as practicable to their classes. In each of these situations and enterprises he spent but a few years. His great life service has been in the conduct of a private classical school in the city of Boston for the training and fitting of boys for business life, and more generally for Harvard College. In this he confined himself to a small number of pupils, so as to be thorough in his work and to do all the teaching himself. He generally had about fifteen scholars, sometimes not more than ten or twelve, and scarcely ever so many as twenty. With such small numbers he could satisfy himself in the thoroughness of his work for every boy, and could always know just what the pupils were able to do and just what was needed for each. He knew the boys, what was in them, and what they required of repression, instruction, and stimulus, sometimes better than their fathers and guardians. With rare qualities of sympathy and character, he went on in this work of training young men and boys for the university or for business pursuits, for nearly forty years. Hundreds of the alumni of the university and scores of merchants and manufacturers all over New England, to say nothing of other parts of the country, carry in their central being and life the qualities and acquirements which this one good man's conscientious work cultivated in them. Everybody was his friend, and few in thousands can look back upon so much good work done or pass from earth regretted and beloved by so many.—(Hon. Artemas Carter, in the Chicago Journal of March 9, 1877.)

SANBORN TENNEY, A. M.

On Monday, July 9, 1877, Professor Tenney, who was born at Stoddard, N. H., in 1827, died suddenly of apoplexy, at Buchanan, Mich. He had been in his usual health at the commencement at Williamstown the preceding week, and had set out after

d on an expedition to the Rocky Mountains for scientific purposes, when thus suddenly arrested by death at the house of a sister whom he had stopped to see. The professor, a graduate of Amherst in 1853, had held the chair of natural history at Williams College for 9 years, going there from Vassar College, where he had occupied the same position from the foundation of the professorship. An intimate friend of his and a warm admirer of his methods of study and instruction, like that great teacher he led his students to examine lovingly the wonders and beauties of nature. In something of his master's magnetism and with a gentle courtesy peculiarly his own, he won them equally to himself as their instructor and to the subjects which he created them in studying. As an author in the same department he had achieved a reputation, his *Geology for Teachers* and *Manual of Zoölogy for Schools* having been great favorites. For 15 years he had been a lecturer in the Massachusetts Teachers' Institute and had twice given courses before the Lowell Institute in Boston, where he was to deliver a third course in the winter of 1877-78. At least three times he was offered the presidency of important institutions. At Williams he added largely to the natural history collections, and brought them to great completeness and perfection of arrangement. He leaves a wife, who has been almost his peer in science and herself an author in the same line with her husband, to gather his harvest and carry on his work.—(Allibone's Dictionary, New-England Journal of Education, July 1877, and Williams Athenæum.)

DR. EDWARD HAMMOND CLARKE.

The treatises of Dr. Clarke on *Sex in Education* and *The Building of a Brain*, published in 1873 and 1874, had made him so extensively and favorably known that all who are interested in the healthful development of woman's powers must have learned with regret of his death, which occurred at Boston, November 30, 1877, in the fifty-seventh year of his age. The son of a Boston clergyman, on preparing himself for college, he entered Harvard College, was graduated there in 1841, afterward pursuing medical studies at the University of Pennsylvania and receiving from it his degree in 1846, having meanwhile travelled considerably for his health. Settling in his native city, with intervals of travel to Europe and the East, he made himself a name for skill and culture that soon brought him ample occupation in his profession, and led to a connection with the Boylston Medical School, started by him and others in 1850. In 1855 he was made professor of *materia medica* in the medical school of Harvard, and led the chair till 1872. About that time his attention was drawn in his practice to some cases which seemed to him to prove that nature's laws are not sufficiently respected in the superior instruction of young women, and he embodied his ideas on that subject in an address he was invited to deliver before the New England Women's Club, in Boston. The address excited such attention as to induce him to enlarge and publish it under the title of *Sex in Education*, with additional physiological details and illustrations. Its appearance led to wide discussion, extending to both sides of the Atlantic, physicians largely taking side with Dr. Clarke, while many engaged in the instruction of young women, or eager to promote it, vigorously assailed the position he had taken. One result of the publication was a request from the executive committee of the National Educational Association that, at its next annual session, he would express his views on "The education of girls." He complied with the request, prepared a paper, and delivered at Detroit, in 1874, an address on "The building of a brain," embodying part of the material he had prepared, all which, with some additions, he afterward published as his final utterance on that topic. A paper on practical medicine, in the *Century of American Medicine*, followed this in 1876, and then the killed physician and able author, just risen into fame, succumbed to a disease before which medical skill seems powerless. He leaves a posthumous work on *False Sight* the publication of which is announced.—(New-England Journal of Education, December 13, 1877, Buffalo Medical Journal, and introductions to Dr. Clarke's works.)

CHIEF STATE SCHOOL OFFICERS.

Hon. JOHN W. DICKINSON, *secretary of the State board of education, Boston.*

STATE BOARD OF EDUCATION.

Names.	Post-office.
<i>Members ex officio.</i>	
His Excellency Alexander H. Rice, governor.....	Boston.
His Honor Horatio G. Knight, lieutenant governor.....	Boston.
<i>Members by appointment.</i>	
Rev. William Rice, term expires in 1879	Springfield.
Hon. C. C. Esty, term expires in 1880.....	Framingham.
Hon. Edward B. Gillett, term expires in 1881.....	Westfield.
Rev. C. C. Hussey, term expires in 1882.....	Billerica.
Rev. Charles B. Rice, term expires in 1883.....	Danvers.
Hon. Henry Chapin, term expires in 1884.....	Worcester.
Rev. Alonzo A. Miner, D. D., term expires in 1885.....	Boston.
Hon. Gardiner G. Hubbard, term expires in 1886.....	Cambridge.
Hon. John W. Dickinson, secretary and executive officer.....	Boston.

AGENTS OF THE BOARD.

Names.	Post-office.
George A. Walton, of Westfield.....	Boston.
E. A. Hubbard, of Springfield.....	Boston.
Walter Smith, of Boston, art director.....	Boston.

MICHIGAN.
STATISTICAL SUMMARY.

	1875-'76.	1876-'77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-20)	459,808	469,444	9,636	.....
Enrolled in public schools	345,096	357,139	12,043	.....
Average monthly enrolment	250,000	260,000	10,000	.....
Average daily attendance	200,000	210,000	10,000	.....
Attendance in private schools	8,033	8,958	925	.....
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts	5,834	5,947	113	.....
Number of graded schools	303	295	.....	8
Number of ungraded schools	5,531	5,652	121	.....
Number of school-houses	5,931	6,078	147	.....
Number of sittings in these	426,611	431,707	5,096	.....
Valuation of school-houses and sites	\$9,257,094	\$9,190,175	.....	\$66,919
Private and select schools	170	181	11	.....
TEACHERS AND THEIR PAY.				
Men teaching in public schools	3,548	3,781	233	.....
Women teaching in public schools	9,286	9,220	.....	66
Average monthly pay of men	\$48 50	\$42 54	.....	\$5 96
Average monthly pay of women	28 28	27 45	.....	83
Teachers in private schools (estimated)	150	160	10	.....
INCOME AND EXPENDITURE.				
Total receipts for public schools	\$4,067,802	\$3,792,122	.....	\$275,680
Total expenditure for these	3,457,860	3,179,976	.....	277,884
PERMANENT SCHOOL FUND.				
Amount of available school fund	\$3,147,918	\$3,151,418	\$3,500	.....

(From published reports of Hon. Daniel B. Briggs and Hon. Horace S. Tarbell, State superintendents of public instruction, for the two years indicated. The figures for 1875-'76 differ somewhat from those given in the Report of the Commissioner for 1876, which latter were from a return by Mr. Tarbell. Those here given he has himself adopted as the basis of his calculations of increase and decrease in his own subsequent report. The figures for the average monthly enrolment and average daily attendance are, however, still taken from his returns, these items not appearing in the published State report; they seem to be estimates.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

A *State superintendent of public instruction* is elected biennially by the people to supervise the public school system and inspect, personally or through his deputies, the State University, the State Normal School, and other incorporated institutions of learning, respecting all which he is to make annual report to the governor. He is permitted to appoint a deputy, who may serve as superintendent in his absence or in case of vacancy, but who may be removed at pleasure.

SPECIAL.

A *board of regents of the University of Michigan*, composed of 8 persons chosen by the people, with the president of the university as an advisory member, has charge

the general interests of that important institution. The term of the elective members is 8 years, with a change of one-fourth every 2 years.

A *board of visitors of the university* is biennially appointed by the State superintendent for annual inspection of its condition in every department and for report to him of that condition, with suggestions as to any improvements they may think possible. A like board of visitors is annually appointed by him to visit and inspect incorporated institutions of learning other than the university and report thereon to him. Each of these boards is composed of 3 members.

A *State board of education*, for the supervision of the State Normal School, is composed of 3 members chosen by the people for terms of 6 years each, one to be elected every 2 years, the State superintendent being also an ex officio member.

LOCAL.

A *township school board* is annually formed by the election of a school inspector, a township superintendent of schools, and a township clerk, charged with the creation and alteration of school districts, care of township library, and inspection of schools. The township superintendent is intrusted with especial responsibilities in this last direction, including the examination and certification of teachers.

A *district board* of 3 members for an ordinary district, and of 6 for a graded school district with at least 100 children of school age, is formed by an election of all these members on the first formation of the district, and continued by an annual election of one member for the former and of 2 for the latter board for a 3 years' term in place of retiring ones. These boards have the special charge of the schools of their districts, with the duty of engaging teachers, prescribing studies and text books, and looking after district libraries where they exist.—(School laws, editions of 1873 and 1875.)

ELEMENTARY INSTRUCTION.

GENERAL CONDITION.

The statistics before given show on the whole a favorable condition of the school system. An increase of 9,636 in the number of children of school age has been more than met by an enrolment of 12,043 additional pupils in the public schools, besides 925 additional in private schools. An advance of 167 in the number of teachers is probably sufficient, with those already in employment, for the enlarged enrolment, while the sittings in the schools are considerably beyond the demand for them. Schools have increased in about the same degree as school districts and school-houses in larger proportion still; the material for these houses, too, has improved, stone, brick, and neat frame structures gradually superseding the old unsightly log houses. In the district and township libraries, too, which are great aids to improvement in the schools, there has been an addition of 23,877 volumes in the year, making the whole number 221,230 at the date of the report.

The receipts and expenditures for schools are, it is true, nominally much lower than they have been in some past years; but this does not imply any decrease of interest in the schools. It is partly a wise reaction from reckless expenditure on costly school-houses, partly in the line of the reasonable economy which several seasons of financial depression have made necessary, and partly the fruit of a steady increase in the value and purchasing power of current money, which makes smaller nominal amounts worth as much as larger ones have been for some years past. The decrease in the estimated value of school-houses and sites is largely explainable on this last ground, and so is the reduction of the pay of teachers, though both may have come to some extent from stretching a wise economy too far; in the former case, to the withholding of the means of required repairs for costly structures; in the latter, to the extent of parting with good teachers for the sake of getting cheap ones.

UNIFORMITY OF TEXT BOOKS AND FREE BOOKS.

Superintendent Tarbell devotes considerable space to the former of these topics, so much debated recently in the Northwest, and concludes that the obstacles in the way of both State and county uniformity are too great to make either possible at present. He would be satisfied with either township or district uniformity, believing that all practicable good results can be secured with either. He says that all the graded schools now have a uniform series of text books.

The plan of free text books seems to him the best solution of the difficulty arising from the heavy burden of expense which the purchase of books now imposes on many who are ill able to afford it, while it would do away with the somewhat invidious distinction now made, under the law, between those who can and those who cannot furnish them. He therefore recommends the passage of a law like that existing elsewhere, allowing districts to determine at their annual meeting whether the district board shall furnish school books at the expense of the district to all pupils in attendance at their school during the year, the books to be the property of the district and to be loaned to the pupils under suitable conditions.—(Report for 1876-77.)

TOWNSHIP OR COUNTY SUPERVISION.

he system of county supervision, which had existed in the State since 1867, town and a system of township supervision put in place of it. Against this, somewhat resembles one that had been previously tried and found unsatisfactory. Tarbell says a reaction has set in, but whether sufficient to overthrow it. Individually he would be pleased to see a change and thinks the well-schooled demands it. The testimony of many of the township superintendents, as cited by him, is against the system for these reasons, among others: (1) the difficulty of obtaining in every township men competent to fill the place; (2) the difficulty of retaining good men, even when such have been secured, political influence at their fidelity resulting in vast numbers of removals at the close of the term; (3) the impossibility of retaining any consistently high standard for certificates when disappointed candidates can go into the next township and with frequently a fair chance of success; (4) the fact that the office brings away from incumbents leave more remunerative occupations and give less time to the work which it demands.

County superintendency, with its fuller rewards, longer tenure of office, independence, and promise of higher work, can be replaced, however, seems doubtful. Mr. Tarbell therefore suggests a modification by which the existing superintendents of each county should become the electors of a board of for the county, this board to consist of 3 members, all elected at once in the fall, but going out subsequently one by one each year, to give opportunity for re-election. On the county board thus constituted he would devolve the whole work of superintending teachers for the county, leaving to the township superintendents their present duties, with the added one of making to the examiners each term a report of the work done by each licensed teacher and a like report to the annual dis-

tribution. As that unity, permanency, and consistency of requirement as to teachers secured throughout each county under such a board, that favoritism and nepotism would be avoided, and that certificates would come to mean what they now do.—(Report.)

CITY SCHOOL SYSTEMS.

OFFICERS.

For the education of 2 members for each city ward, elected for terms of 2 years and changed each year by new election, are common in the cities of the State. In Detroit a board of 26 members, 13 changed yearly; Ann Arbor, one of 9, holding terms of 3 years each, one-third changed yearly. In some cases, under a general law and high school districts, there are boards of 6 trustees, chosen each for 3 years, with an annual change of 2 members. Most city boards, as elsewhere, have no executive officers.

STATISTICS. a

Cities.	Popu- lation.	Children of school age.	Enrol- ment.	Average attend- ance.	Teach- ers.	Expendi- ture.
.....	7,984	2,369	1,767	1,298	35	\$28,876
.....	18,000	4,278	2,841	1,720	40	33,072
.....	101,255	35,172	13,291	9,641	228	213,214
.....	17,684	5,155	3,177	2,224	52	40,166
.....	31,000	9,129	5,019	3,148	87	72,548
.....	10,500	2,835	1,564	1,073	28	28,373

Statistics of Ann Arbor, Detroit, and East Saginaw are from printed reports for 1876-'77. City, Grand Rapids, and Saginaw, in the absence of such reports, are from written reports.

a According to the census of 1874; Superintendent Sill gives in his report the following for the fall term of 1877: Children of school age, 35,739; enrolment, 12,682; average daily attendance, 10,524.

ADDITIONAL PARTICULARS.

Ann Arbor has in the past had 5 primary, 3 grammar, and 4 high school grades. Now the divisions comprises 4 grades. For promotion and regulation of grade rank the schools are examined twice and the grammar schools three times a year. Promotions may be made on special examination whenever merited. The standard for the primary examinations is 75; but in making up averages in such studies as drawing, music, and object lessons rate at one-fourth the weight of the other studies. In the grammar schools, while readiness in reproducing the text book is ranked below independent knowledge and facility in applic-

tion. As respects promotions from the grammar to the high school, the standard be reached is 80 in each study of the last year. With this high rate 55 out of 62 passed at the close of the year, 7 more than in the preceding year.

Special teachers of penmanship, drawing, and music are employed, the first giving one lesson a week in the ward schools and daily lessons in the sixth and seventh grammar school grades. The master of drawing teaches wholly in the grammar schools, leaving the ward schools to the regular teachers, who are instructed fortnightly. The teacher of music gives one lesson a week in each room below the high school.—(Report of Ann Arbor public schools, 1876-77.) For matter relating to the high school see Secondary Instruction, further on.

In *Detroit*, as in most other cities, 12 grades constitute the public school course of instruction, each grade representing an average of one year's work. The several grades are here divided into 2 classes, the least advanced designated by the letter B and the most advanced by the letter A. The whole city system has the customary three departments, viz, primary for the first 4 years' work, grammar for the second 4, and high for the last 4. The course of study in all has remained unchanged during the year 1876-77. Careful specifications of its requirements put into the hands of every teacher, together with the recently adopted plan of offering promotion to each class or individual prepared for it, have made the systematized arrangement more useful and effective than in previous years. Pupils and teachers now understand that no one need wait for others; and, as industry and skill may thus reach their legitimate reward at any time, there is a strong incentive to exertion.

The high school, for statistics of which see Secondary Instruction, has become an important means of supplying teachers. Out of 87 candidates for teachers' certificates at the last annual examination, 70 were graduates of the city high school, and out of 20 who passed the examination successfully 15 were from that school.

As a stimulus to long continuance, the rate of pay for teachers entering the lower grades rises steadily for ten years after the first. In the case of principals, regular assistants in the ninth grade, and special teachers, the rise continues only to the third or fourth year. There are special teachers of music and penmanship, drawing not entering into the present course.

A public library under the control of the school board adds much to the means of improvement from school studies. By a happy arrangement, crime is made to pay for this part of the education of the citizens, the funds for the creation and support of the library being drawn from the proceeds of fines and recognizances. The 30,000 volumes composing the library were placed in January, 1877, in a new fire proof building with a capacity for 200,000 books, erected without any burden on the taxpayers.—(Report for 1876-77.)

At *East Saginaw*, without any considerable increase of enrolment, the attendance in all but the first grade has increased. The percentage of attendance on the average number belonging reached 94.27. Drawing, music, and penmanship are taught by special teachers. A public school library of 4,233 volumes was used during the year by 920 persons.

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL.

The number of students enrolled in the normal department for 1876-77 was 366, of whom 174 were in the common school course, 54 in the full English course, 136 in language courses, and 2 unclassified. There were 77 graduates from all the courses, 36 young men and 41 young women. Under a regulation similar to that existing at the university, 16 graduates of high schools were admitted during the year without examination. This new feature promises much good to the normal as well as to the high schools. It presents to the students of the public schools a strong inducement to remain until they have completed the course, and at the same time secures higher qualifications in those entering the normal school. About thirty such graduates have already been admitted for the year 1877-78. Those who enter thus on diploma, by earnest work can usually complete the full English course in one year and either of the language courses in two years. Some slight changes have been made in the course of study. A district school course has been added, with the object of giving special instruction to those who intend to teach principally in the district schools. The requirements for admission have been considerably increased, so that those who are admitted to the common school course may, by close application, complete it in one year. The increasing demand for graduates of this school to take charge of graded schools and to fill important positions as assistants in the best schools in this and other States affords gratifying evidence that the school is in some degree accomplishing the object for which it exists.—(State superintendent's report for 1876-77.)

The legislature in 1877 appropriated \$30,000 to repair the existing normal school building and to build another one, which will greatly add to the accommodations and advantages heretofore enjoyed.—(Laws of 1877.)

OTHER NORMAL TRAINING.

ate university classes are organized to meet the wants of such students as themselves for teaching, and any member of the senior class who pursues study with reference to this end, and who, on special examination in ancient languages and mathematics, shows such proficiency as qualifies him to do so, may receive a teacher's diploma. Battle Creek College had a normal class in 1875-'76, which may yet be continued. Olivet College reports a normal class with an English course of 2 years, under the supervision of Prof. O. Hosford, State superintendent of public instruction. This is intended to prepare for the common schools, and the satisfactory completion of it is rewarded by a certificate; those aiming at higher work may receive special training under Hosford's direction and at the close of their course receive a normal diploma. There is also a normal class for such as desire to become teachers of music; it is under the direction of the director of the Michigan Conservatory of Music, which forms a part of the college.—(Catalogue for 1877-'78.)

TEACHERS' INSTITUTES.

April 14, 1877, provided for the formation in each county of an institute, with fees of \$1 for men and fifty cents for women, levied on those thenceforth to be examined for teachers' licenses. With this fund there is to be held in each county, under all ordinary circumstances, an institute for the better instruction of the teachers of the county in methods of teaching, management, and discipline, persons entering who have not paid the above fee paying fifty cents as a fee. Besides these county institutes, an annual State institute is provided for by the same law, the State superintendent being authorized to draw for it \$400 from the State treasury. Both the county and State institutes are to be under the direction of the State superintendent, with such aid in conducting them as the funds will enable him to secure.

The first institute for 1877 was held August 20, at Lansing, and as it was designed to be a model in thought and method for the local institutes which were to be held, the best teaching ability that could be secured was obtained for it from neighboring States. Though experiencing the disadvantages which usually attend a first attempt at an untried scheme, it proved decidedly successful, and attracted 200 of the leading teachers from all parts of the State, sending them home with improved methods of teaching, it is believed, with better knowledge of right methods of

instruction as to the passage of the law reached many of the counties too late to secure a considerable amount of fees from persons seeking licenses to teach in the summer schools. The funds for the county institutes were consequently small. In 20 such institutes were held during the months of August, September, and October, 1877. They brought together an average of about 40 teachers in each case, the State superintendent says, showed "ability to profit by the best teaching which is given them and good appreciation of the advantages afforded by the institute. In the future it is hoped that they may be brought within the reach of all the teachers." (Report for 1876-'77.)

SUPERIOR INSTRUCTION.

COLLEGES.

The colleges and universities report for 1876-'77. For statistics, see Table IX of the Report of the Commissioner preceding.

The Michigan State University announces that hereafter the degrees of master of arts, master of philosophy, and master of science will not be conferred in course, but only on graduates of this or other colleges who have pursued, at least for one year, two years of graduate study marked out by the university and who have sustained examination in at least three of these studies. During the year 1876-'77, 369 students in attendance in the department of literature, science, and arts, 4 of them resident graduates and 15 in select courses, besides 741 who were studying in the departments of law, medicine, dentistry, and pharmacy, total of 1,110. The number of women in attendance was 97, of whom 48 in the department of literature, science, and the arts. The women form a little over 10 per cent. of the whole number of students, and this proportion remains about the same from year to year. The University Calendar states that 400 academic degrees were conferred in 1877.

The plan of admitting without examination students who are the graduates of other schools continues to justify itself. Fifty-five were admitted in 1876 on the recommendation of the public schools of the State, and the president of the university says that the work of these schools shows a steady and rapid increase in its thoroughness. He thinks, indeed, that whatever success the university is achieving is

due in no small degree to the excellence of the schools which give their pupils so good a foundation for their studies here.—(Calendar of university and report of president, 1877.)

COLLEGES FOR WOMEN.

Besides the opportunities afforded women in colleges open to both sexes, there are chartered institutions in the State devoted exclusively to the education of women. For statistics of these, see Table VIII of the appendix, and the summary of it in the Report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

[For statistics under this head, see Tables X-XIII of the appendix, and the summaries of them in the Report of the Commissioner preceding.]

SCIENTIFIC.

The *State Agricultural College*, near Lansing, seeks to give its students a knowledge of science and its application to the arts of life; to afford them the benefits of manual labor; to make experiments for the promotion of agriculture and horticulture; to offer the means of a general education to the farming class, and to establish, when adequate means shall be secured, such other courses of study as the organic law of the college and the act of Congress donating lands for agricultural colleges contemplate, especially courses of study bearing on the application of science to military pursuits and the various arts of life. The institution was opened to students in May, 1857, being thus the first of the existing agricultural colleges of the country. Until 1861 it was under the control of the State board of education, but at that time there was established for its management a State board of agriculture, which still has charge of it.

Of the farm of 676 acres, about three hundred are under cultivation with a systematic rotation of crops. The income of the college from productive funds is about \$16,000 and the appropriation by the State in 1877 was \$36,836.80. Tuition is free, and labor (required of all) is paid for according to its value, the maximum rate being 10 cents an hour; students are thus enabled to defray a portion of their expenses. The winter vacation also gives them an opportunity to teach. There were 141 students pursuing the regular 4 years' course in 1877, 2 of whom were women, besides 12 in a partial course.—(Return and catalogue, 1877.)

The *Polytechnic School of the State University* gives advanced instruction in the mathematical, physical, and natural sciences and courses in the practical application of these sciences to the arts. It comprises the course in civil engineering, the school of mines (including architecture and design), special and advanced courses in science, and the school of pharmacy.—(Calendar of the University of Michigan, 1876-77.)

THEOLOGICAL.

There are departments of theology connected with *Hillsdale College* (Free Will Baptist) and *Adrian College* (Methodist) which provide 3 years' courses of instruction and report an attendance respectively for the year 1876-77 of 11 and 25. In the former department there was also a class of 14 preparing for theological study. In both institutions, a special course is permitted to those whose circumstances do not permit them to pursue the regular course. The *Theological Department of Hope College*, the president informs the Bureau, has been suspended.

LEGAL.

The *Law Department of the State University* has a course of instruction covering 2 years, which embraces the several branches of constitutional, international, maritime, commercial, and criminal law, medical jurisprudence, and the jurisprudence of the United States. No previous course of reading is required for admission, but the candidate must be 18 years of age and of good moral character. The number of students attending during the fall term of 1877 was 309; graduates in 1877, 159.

MEDICAL.

The *Department of Medicine and Surgery of the State University*, notwithstanding attacks on account of the establishment by the university of the Homœopathic Medical College, continues its vigorous life and takes a step forward. Its course has been extended from 6 to 9 months, and the work is so graded as to secure an orderly and systematic education. Students who are not college graduates are admitted only upon examination as to their fitness to pursue the studies of the school with profit. To obtain the degree of doctor of medicine, the candidate must have studied medicine and surgery for 3 years with some respectable practitioner (including lecture terms), must have attended 2 full courses of didactic instruction, and must have been engaged in the study of practical anatomy and practical chemistry. The faculty earnestly advise students to pursue the 3 full years of study in the institution. To encourage a higher grade of preliminary acquirements, an allowance of 6 months from the term of study

made in favor of college graduates and of 12 months to graduates of the department pharmacy. Women are admitted on equal terms with men, but are instructed separately, the two classes not being brought together in the lecture rooms, except in the department of general chemistry. Number of students, 285.—(University Calendar and State report.)

The *Homœopathic Medical College of the State University* provides a course of instruction equal in extent to that of the Department of Medicine and Surgery, and its requirements for graduation are equally high. Instruction in general chemistry, anatomy, organic and applied chemistry, physiology, ophthalmology, otology, practical anatomy and surgery, obstetrics, and diseases of women and children is given students of this college in the department of medicine and surgery. While attending lectures on these subjects they will be entitled to all the privileges accorded to students in that department and will conform to all requirements so far as they apply to the branches pursued. Women are also admitted to this school on the same conditions that are required of men, provision being made for their separate instruction. There were 51 students attending during the year 1876-'77.

Detroit Medical College has under its control for educational purposes Harper's, St. Mary's, and St. Luke's Hospitals. In addition to these facilities, two free dispensaries are maintained by the college, at which patients are treated before the classes. There is no indication of any examination or requisition as to literary preparation for the course. The college year is made to cover 10 months, embracing a preliminary, a regular, and a recitation session; attendance on the regular session of 5 months, however, is all that is required. The plan of instruction combines clinical, didactic, and oratory teaching. Members of the senior class are each day called upon to examine patients, diagnose injuries or diseases, and, as far as possible, aid in treatment. Among the requirements for graduation are the study of medicine during 3 years, including attendance upon at least 2 regular courses of lectures, dissection of every part of the cadaver, a course of analytical and medical chemistry in the laboratory, a satisfactory written and oral examination upon the fundamental branches of medicine and surgery. There were 89 students during 1876-'77.—(Announcement and catalogue, 1877.)

A *College of Dentistry* was established in 1875 in connection with the Department of Medicine and Surgery of the University of Michigan. The requirements for admission are the same as those which secure admission to that department. The prescribed course of study covers 2 years, while an additional year is recommended. Candidates for graduation must have devoted three years to the study of the profession and have made such attainments in all the branches of study as shall be satisfactory to the faculty. There were 33 students attending in 1876-'77.—(Calendar of university, 1876-'77.)

The *School of Pharmacy* has been organized as a distinct branch of the State university. The design is to qualify graduates to become practical pharmacists, general analysts, and chemical manufacturers, and to give them the training of systematic work in exact science. Class instruction, comprising both recitations and lectures, is made to coöperate with laboratory practice in all the topics of the course, which extends over 2 years. Number of students, 64.—(Calendar of university, 1876-'77.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The Institution for the Education of the Deaf and Dumb and the Blind, at Flint, reports an attendance of 250 pupils, of whom 205 were deaf and dumb and 45 blind. The common English branches are taught, besides the employments of cabinet and shoe making, printing, wickerwork, and broom making. The institution is under the control of the State, from which it received \$43,500 in 1877. The library numbers 1,200 volumes.—(Return, 1877.)

EDUCATION OF POOR AND NEGLECTED CHILDREN.

The fourth annual report of the board of control of the State Public School (for dependent children) at Coldwater states that since the opening of the school in May, 1874, there have been 509 children admitted. During 1876-'77 there were 350 in the school, of whom 130 were placed in families. The whole number remaining in the school at the close of the year was 204. The board claims that the school has benefited 1,000 children committed to it intellectually, morally, and socially, while the economical results are said to prove even better than were expected. Investigation shows that the average cost throughout the State of maintaining paupers in the poorhouses is \$122.23, while that of maintaining and educating a child in the State school in the last year was only \$117.18. That the State can clothe, maintain, and educate a child in such an institution, with good moral and social surroundings, more cheaply than it can merely keep one in the county poorhouse, with all its detrimental influences, is an established fact.—(Report for 1876-'77.)

EDUCATION OF YOUTH NEEDING REFORM.

The number of boys remaining in the State Reform School at the close of 1877 was 262; number received during the year, 123; number discharged, 103. The complete removal of all prisonlike surroundings, commenced in 1875 and fully completed during 1876-'77, is said to have had an effect upon the dispositions and appearance of the boys which only those can appreciate who have carefully watched the reform school all its past and present phases. Military drill has been introduced as part of the educational system, with beneficial results. In the school department the introduction of several new text books has added largely to the interest of the department. Though the pupils are generally from a class as unaccustomed to study as they have been untrained in their habits, many are learning to apply themselves with energy and are fast acquiring a knowledge of the essential branches of education.—(State superintendent's report.)

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

The twenty-fifth annual meeting of the State Teachers' Association was held at Essex, Saginaw December 27-29, 1877.

The first paper, read by W. S. George, editor of the Lansing Republican, urged the advantages of public over church schools and noticed different classes of objections to the public schools. Papers were also read by Superintendent C. A. Gower, of Essex, Saginaw, on "Local supervision;" by Miss King, on "Botany;" by Superintendent C. B. Thomas, of Niles, on "Educational fallacies and forces;" by President H. Q. Butterfield, of Olivet College, on "The relation of the lower schools to the colleges;" Superintendent Bemis, of Coldwater, on "The next step in the educational progress of Michigan," in which he recommended that the State should make special provision for education between the primary and high school; by Professor L. McLouth, of the State Normal School, on "How shall the physical sciences be taught?" by H. D. H. Gower, of Chicago, giving a protracted "Field view of the schools;" by Mrs. Kate Ford, on "The Kindergarten;" by Mrs. L. A. Osband, of Albion College, on "The teacher's relation to the moral and religious culture of the future;" and by Professor I. N. Demmon, of the Michigan State University, on "The study of bibliography, and its bearing on the teacher's work."—(Educational Weekly.)

OBITUARY RECORD.

GEORGE BERMIES JOCELYN, D. D.

The Educational Weekly, of Chicago, in the Michigan department of its issue of February 8, 1877, contained the following notice: "Dr. George B. Jocelyn, president of Albion College, died early on the morning of January 27, of an attack of inflammation of the lungs. Dr. Jocelyn was born in Connecticut, January 3, 1824, and consequently was only a few days past 53. Educated at Asbury University, Indiana, was graduated in 1842. The next year he joined the Methodist Episcopal Conference of Indiana as an itinerant preacher, and soon won for himself a high place.¹ In 1851 he was transferred to the Iowa conference, and after having filled, as pastor, some of the most important charges in that State, he was made president of the Iowa Wesleyan University in 1861. In 1864 he was called to Albion as president of Albion College, and continued to occupy that position till his death, except for two years, during which time he served as pastor of the Methodist Episcopal church at Grand Rapids. Dr. Jocelyn was a man of strong masculine character, indomitable force and perseverance, and full of zeal for the promotion of Christianity and education, while his lax hearted disposition and cordial manners fastened to him by the strongest ties of friendship those with whom he came in contact. The college, the church, and the cause of higher education in Michigan have lost, in his death, one whose place it will be difficult to fill."

HENRY S. CHEEVER, M. D.

The announcement that Dr. Cheever, professor of materia medica and therapeutics in the University of Michigan and of physiology in the Long Island College Hospital, had died at Ann Arbor, March 31, 1877, grieved a large circle of enthusiastic admirers and warm friends. The Detroit Medical Journal states that Dr. Cheever was born in Exeter, N. Y., August 8, 1837, and when seven years of age removed with his parents to Geneva, Ill., where he spent his boyhood on a farm. In 1856 the family removed to Michigan and in 1859 settled at Ann Arbor, where young Cheever entered the literary department of the university, for which he had previously prepared himself at Tecumseh. Graduated in 1863, he gave the next year to a full chemical course in the labor

¹A correspondent of the Detroit Tribune says that in 1855 Dr. Jocelyn was made president of Whitewater College.

tory; then entering on the direct study of medicine, he was graduated doctor of medicine in 1866. In 1867 he was appointed demonstrator of anatomy in the medical school of the university, in 1868 was made lecturer on materia medica and therapeutics, and in the following year received a full professorship. In 1872 physiology was added to the other subjects of his teaching, and during the same year he became also professor of physiology at the Long Island College Hospital. Of course, such rapid advancement was not gained without close study and unremitting attention to the duties of his chair, to which was added an extensive practice also. Under these accumulated labors his health soon began to yield, and symptoms of consumption manifested themselves. A 2 years' leave of absence granted in 1873 enabled him to try the healing influences of the climate of Colorado; but, although his general health improved, the pulmonary trouble was not materially alleviated, and when, in the session of 1875-'76, he again undertook to lecture, he found his strength inadequate, and was compelled to give up work. From that time, the coming end was calmly awaited and eventually met with Christian fortitude and resignation.

As a lecturer, Dr. Cheever is said to have been not brilliant, but thorough, working originally in his special lines and supplementing the teachings of the books by experiments and illustrations conducted by himself. According to the language of the faculty of medicine and surgery, he brought to the uses of medical education a clear mind, direct force, and tireless energy. The intensity of his purpose may be read in the labors of his life, and has been too surely attested by his early death.—(Detroit Medical Journal, May, 1877.)

CHIEF STATE SCHOOL OFFICER.

Hon. CORNELIUS A. GOWER,¹ *State superintendent of public instruction, Lansing.*

¹ As this report is going to press, information is received that Hon. Horace S. Tarbell, whose first term extended from January, 1877, to January, 1879, and who had been nominated for a second term, has resigned his position to take charge of the city schools of Indianapolis, Ind., and that the gentleman above named has been appointed by the governor to fill the unexpired portion of Mr. Tarbell's term. He has been for some time superintendent of the schools of Saginaw.

MINNESOTA.

STATISTICAL SUMMARY.

	1875-'76.	1876-'77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-21)	228,362	a238,362	10,000	.....
Enrolled in public schools	151,836	162,551	10,685	.....
Average daily attendance	65,384	.....	.....	.....
Children in other schools	a10,000	a9,500	.....	500
SCHOOL DISTRICTS AND SCHOOLS.				
Number of common school districts	3,515	3,628	113	.....
School rooms for study	3,329	.....	.....	.....
School-houses	3,119	3,141	22	.....
Average time of school in days	100	104	4	.....
Valuation of school-houses and sites	\$2,763,463	\$2,982,516	\$219,053	.....
TEACHERS AND THEIR PAY.				
Number of men teaching	1,487	1,711	224	.....
Number of women teaching	2,916	3,031	115	.....
Whole number	4,403	4,742	339	.....
Average monthly pay of men b	\$34 80	\$36 75	\$1 95	.....
Average monthly pay of women b	29 10	28 31	.....	\$0 79
INCOME AND EXPENDITURE.				
Whole receipts for public schools	\$1,517,236	c\$1,181,327	.....	(d)
Whole expenditure on these	1,517,236	1,181,327	.....	(d)
STATE SCHOOL FUND.				
Amount of available school fund .....	.....	a\$3,378,569	.....	.....
Whole estimated amount	\$10,000,000	12,000,000	.....	.....

a Estimated.

b The averages here given do not, it appears, include salaries of city superintendents or of principals receiving \$1,000 and upwards, but relate mainly, if not wholly, to the pay of teachers in rural schools. In the graded school districts the average pay is said to be \$40.85.

c In addition to the figure here given, about \$128,000 of taxes are delinquent.

d The apparent decrease in income and expenditure is not given, as from the absence of local reports the figures of income and expenditure must be considered questionable estimates.

(From reports of Hon. D. Burt, State superintendent of public instruction, for the two years indicated.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

A *State superintendent of public instruction* is appointed every second year by the governor, with the consent of the senate, for the general supervision of the public school interests, for holding county superintendents' meetings, State teachers' institutes, and normal training schools, and with the duty of making annual report through the governor to the legislature.

LOCAL.

A *county superintendent of schools* in each county having organized school districts is elected biennially by the people to examine and license teachers, hold yearly teachers' institutes, visit the schools once in each term, and make annual report to the State superintendent. In case of sickness, he may appoint a deputy for not more than 60 days' service in any year, paying him out of his own salary. An assistant, to be paid

county for making annual visits to the schools, may be allowed him for 20 days county commissioners in any county with a hundred or more school districts.

Board of trustees for common school districts is formed at first by the election at the meeting of a director for one year, a treasurer for two years, and a clerk for two years. It is continued afterward by electing at each annual district meeting a director in place of the retiring one. The board has general charge of schools and finances for the district.

Board of education for an independent school district of 500 or more inhabitants is formed at first by electing in like manner 6 directors for terms of one, two, and three years, and is continued by electing thereafter 2 each year in place of the 2 retiring ones. Districts ordinarily have graded school systems.

Boards of both these classes of boards make annual report to the county superintendent.—(School laws of 1877.)

ELEMENTARY INSTRUCTION.

GENERAL CONDITION.

Figures in the statistical summary can be relied on—and Superintendent Burt says that they are accurate in the main as respects the enrolment in the schools, terms, number of teachers, schools, and districts, though uncertain in some particulars—there has been improvement since the last report. A law of 1876 has been making the enrolment of pupils in schools with three months' terms the proportionment of the interest derived from the State school fund. This has had a stimulating influence, and so the increased enrolment in the public schools has more than overtaken the estimated increase of children of school age, without the enrolment in private and church schools. Whether the addition of 22 school-houses to those which had been previously built affords sufficient accommodation for the additional enrolment appears doubtful; but in many counties and school districts there has been evidently a considerable increase of accommodation as well as improvement in the condition of the schools. The number of teachers seems to have increased in fair proportion to the increase of the pupils to be taught, but the superintendent, comparing this number with the number of the districts, fears that it indicates a large amount of change of teachers during the year.

The standard of qualification in the teachers appears from the county reports to be gradually rising, while meetings of teachers for mutual improvement and of district officers for consultation as to school affairs indicate a disposition to improve. The statistics of graded schools presented in a table in the State report are fuller and more satisfactory than heretofore, and 30 more graded school districts were included than in 1876. The State text book contract has been an element of balance in many quarters, and the financial statements, through faulty reports of county auditors, are far from being as clear and satisfactory as could be wished.

INEQUALITIES IN THE SCHOOL SYSTEM.

Superintendent Burt—while laboring earnestly to improve the schools in respect to thoroughness and efficiency and while meeting with some degree of success in this—has made an investigation that the requirement of the constitution which calls for "a uniform and uniform system" is unfortunately far from being observed. A tabulated statement prepared by him from statistics furnished by the State auditor shows inequalities: (1) in the size of districts, which varies from 1½ sections to 33½ sections; (2) on the basis for taxation, this ranging from \$56,000 of valuation down to \$10,000 or less; (3) in the results of the required taxation for school purposes, which tax-amounts of the inequality in the basis, yields districts from \$100 down to \$12 for schools; (4) in the special optional taxation, where three or four counties come to extra-legal figures of 11 mills on the dollar, while one of the oldest in the State has only an average of 2.46 mills; (5) in length of school term, about 900 having only 3 months of school in a year, 300 having 5 months, 700 having 6, and more than 100 from 9 to 10 months; (6) in the number of pupils to a teacher, the average in somewhere near one hundred schools being 70; in a few counties, in several, less than 25; in many, only from 15 to 20; and in numerous schools in other counties, not going beyond 10.

Being, of course, no necessity for such inequalities, the superintendent looks for the means of remedying them to some extent. He finds these means in three things: first, in the plan of making a township the smallest limit of a district, and letting a board of trustees chosen for the whole township decide where new schools are needed and where they should be placed, an arrangement which is worked very well elsewhere; next, in a system of taxation and distribution,

the greatest variation is shown in the two numbers given, except that in the county of Crow Wing all school districts contain 249 sections each.

A plea for this system in preference to the petty district system is presented in a paper read by Dr. C. C. Johnson, of the Mankato Normal School, before the State Teachers' Association, and by Mr. Burt in his report.

also found to work well elsewhere, by which the ordinary taxation for school purposes goes into the State treasury and is distributed equally throughout the State on the basis of school population, enrolment, or average attendance. He thinks the people can have one of these systems or both by making a sufficiently loud call.—(Report.)

CHANGES IN THE SCHOOL LAW.

In a revision of the school law, made in 1877, the following alterations were introduced: (1) The time for the annual school meeting was changed from the first Saturday in October to the first in September, to enable the new trustees then elected to unite with the older members in making seasonable arrangements for the winter schools and to give leisure for getting into proper shape the reports required to be made by district clerks to county superintendents after presenting the substance of them at these meetings. (2) Clerks are by the new law allowed pay, at the rate of 2 per cent. on the cash disbursements of the year, for making accurate and timely reports to their county superintendents; formerly they were liable to a fine of \$50 for neglect of this duty, without any encouragement in the performance of it. (3) As in other States having school funds derived from congressional land grants, the current income of such funds is now ordered to be used only to pay the wages of teachers, it having been before often diverted to other purposes, such as building and repairs, even at the expense of shortening the term of schools and of engaging for the shortened terms the cheapest teachers, who are likely to prove the poorest. (4) County superintendents, who in most counties were appointed by the county commissioners on evidence of their high moral character and literary attainments, may now be chosen by the people, without any requirements as to moral or literary qualifications. (5) To secure more complete visitation of schools in large counties, the superintendent of any county with 100 or more school districts is now allowed an assistant appointed by himself, with the consent of the county commissioners, for 20 days' service at the beginning of each school term, such assistant to be paid by the county at the rate of \$3 a day. (6) To the qualifications for a first grade teacher's certificate has been added a knowledge of civil government and natural philosophy; to those for all grades, a knowledge of the elements of hygiene and an ability to impart oral instruction in other language than that of the text books. Three other slight changes have little more than local interest.—(State report for 1876-77.)

GRADED SCHOOLS.

Graded schools are reported in 61 cities and villages, having 528 instructors, a total enrolment of 30,566, and an average daily attendance of 19,519. The average length of the school year in the schools tabulated (more than 50) was 8.8 months. Eleven cities hold their schools 10 months in the year, 31 cities and villages 9 months, and in only 6 districts is the time less than 8 months.—(Report of State superintendent, 1876-77.)

THE CONTRACT FOR TEXT BOOKS.

The current sentiment respecting the present law for supplying text books through one contractor for the whole State is probably indicated in a resolution passed at the meeting of the State Teachers' Association, at Mankato. This resolution expresses the belief that the arrangement "not only unnecessarily contravenes well established laws of trade, but is sumptuary in its character and antagonistic to the spirit of the age and the genius of republican institutions."

For these and other reasons—such as the impracticability of the plan, the lack of a sound financial basis, and the hindrance to school work from the want which it has caused of a regular supply of books—the association respectfully asked the legislature to repeal the law and reimburse the contractor for any loss which such repeal might occasion.—(State report, 1877.)

CITY SCHOOL SYSTEMS.

OFFICERS.

St. Paul has a board of education composed of 3 school inspectors from each ward, one-third changed annually. Of the composition of the boards in other cities under special charters no certain information is at hand. In independent districts, under a general law, there are 6 directors in the board, subject to one-third annual change. All the places here named had superintendents in 1877.

STATISTICS.

Cities.	Enrolment.	Daily average attendance.	Teachers.	Cost of school buildings.
.....	1, 148	721	21	\$32, 700
.....	3, 607	2, 499	75	120, 000
(eastern division)	1, 169	774	20	70, 000
.....	1, 180	791	21	30, 000
.....	1, 163	824	19	95, 000
.....	4, 316	2, 900	75	321, 607
.....	1, 950	1, 260	30	128, 400

istics here given are from a table in the report of the State superintendent, gains no note of the population of each place or of the number of youth of

ADDITIONAL PARTICULARS.

established during the year in her high school a mineralogical cabinet with specimens of ores and minerals, and hung a set of large wall maps over her 3 school buildings. Besides yearly examinations by the superintendent for promotion, there are written examinations once a month. Pupils failing an examination of 75 per cent. for two consecutive months are put back one grade.—(State report, 1877.)

Winona has a new stone building for the high school has been erected at a cost of \$18,000. Besides a new ward school costing \$18,000. In addition to the regular teachers, numeraries were employed in 1877 to do substitute work for absent teachers and to prepare a preparation which will enable them to step into the regular ranks. The course of study was modified, fewer text books being used and more oral instruction. Written examinations were held every seven weeks, and were made the basis of promotion. An average of 90 per cent. on two such examinations carried the pupils to the next grade.—(State report, 1877.)

St. Cloud (eastern division) reduced in 1876-'77 her school course from 11 to 9 years, on the ground of the crowded condition of her school and the fact that the instruction for those years could be obtained in the department of the State university, near at hand. Essentially the same system prevails as at Winona, the consent of the superintendent, however, necessary in each special case and in the first 3 grades.—(State report, 1877.)

St. Cloud holds written examinations every 6 weeks as tests for promotion, indications being provided for at the end of any school month and class promotion at the end of the school year. By transferring to the high school the pupils of the grammar grade who had been engaged in high school studies, the enrolment of the school was increased from 34 to 69. Four young men from this school were admitted to the university in the autumn of 1876.—(State report, 1877.)

The superintendent reports that it is the purpose of her high school to prepare students for a college course, and that some six or eight of the graduates intended to pursue such a course.—(State report, 1877.)

St. Paul, besides the enrolment above given, there appear from a return to be made of private and parochial schools. In the public schools the system is to have recitations and brief recitations, partly with a view to greater life and partly to give opportunity for better judgment of individual capacities and acquirements. The system is found to work well, improving attendance, stimulating ambition, elevating the standard of scholarship, and enabling quick and active minded pupils to advance rapidly in each study and through the several grades.—(State report, 1877.) The superintendent assigns one year for each grade and makes regular promotions at the close of the term; but, if any pupil can do the required work in less time, he may be promoted on special examination if found qualified for the next higher grade. In exceptional cases, promotions are made by classes, based on the class standing and the yearly examinations.—(State report, 1877.)

THE TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

Other things which indicate improvement in the three State normal schools are, at Mankato, and St. Cloud are the facts that the admission has been raised, and that there has been a weeding out, to some extent, of unpromising and unprofitable pupils.

pupils; and that, through studied elimination of preparatory work, the authorities are able to devote their strength more fully to proper normal work.

Pupils in the preparatory department at Winona are now charged tuition, it being held unfair to impose upon the normal school gratuitous work which belongs properly to the common schools. Under this rule the number of preparatory pupils has considerably decreased, and the principal believes that the necessity for the existence of such a department will probably soon cease. The other schools are aiming in the same direction. At St. Cloud the lower preparatory class has been dropped and the model department (a pay school of ordinary grades) made to accommodate all of this class who remain. At Mankato essentially the same thing has been done, and the normal work hence goes forward with increased force and vigor.

Among the results of thus reducing the preparatory work, a higher culture in the public schools of places which supply normal students is anticipated, as such schools will have the preparation of pupils for the normal schools thrown on their hands, and must bring them up to the advanced requirements. It is hoped, too, that through the devotion of more time to strictly normal students a higher scholarship will appear in the upper classes of the normal schools, and that it will be possible also to secure students for a more advanced normal course. Such a course, it appears, has been planned in all the three schools, including elementary Latin as necessary to a thorough understanding and analysis of English, and also such higher branches as are required to be taught in the upper departments of graded schools and in high schools. The announcement that such a course is contemplated is said to have already attracted to the schools a class of pupils whose influence on those below them is likely to be elevating.

Nor is the above the only gain secured or anticipated from the changes made. With a higher course of study and a cutting down of preparatory work, it becomes possible to decrease the number of classes and to graduate but a single class each year. There may thus be a smaller proportionate teaching force, and yet, through having the pupils longer under hand, a greater thoroughness.

The statistics for the year 1876-77 in the three schools were as follows: At Winona, normal pupils, 221; average attendance, 171; at Mankato, normal pupils, 175; average attendance, 114; at St. Cloud, 145 normal pupils and 101 in average attendance; total enrolment, 541; total average attendance, 386; graduates, 84. The total number of graduates from all the three since their establishment has been 548, of whom 206 were teachers in the schools of the State in the year covered by the report, while 614 others who had received some training in these institutions were also thus engaged.—(State report, 1877.)

OTHER NORMAL TRAINING.

Several of the graded schools and high schools are reported to be giving instruction preparatory to teaching and to be furnishing considerable numbers of teachers for the lower schools. The Gustavus Adolphus College, at St. Peter, also reports a normal course of 4 years, conducting pupils through the ordinary high school studies and reviewing common branches with special reference to methods of teaching, besides instructing in the theory and practice of teaching. Then, too, in the Minneapolis Business College a teachers' training class lasting 3 months was held in the summer vacation of 1877, with, it is said, "gratifying success." The county superintendent states that a number of old teachers were in attendance, and that at the fall examinations he noticed a marked improvement in their attainments.

TEACHERS' INSTITUTES.

Through an arrangement with the normal schools, the faculties of the latter, as in a previous year, were engaged to furnish the State superintendent in the spring with a teaching force equal to the service of one teacher from each school for six weeks; and, in the autumn, with as many weeks of such service as could be rendered without detriment to the interests of the schools. Under this arrangement, institutes covering 19 weeks in the spring and several others in the autumn were held in 16 counties, with a total attendance of more than 1,200 teachers. The saving to the State by this plan was about \$500, while the gain to the teachers from having thorough normal instruction from trained experts must have been very great.—(State report, 1877.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Superintendent Burt, in his report on the graded school system of the State, enters into an argument in favor of a high school as the proper culmination of each set of graded schools, where possible, and shows in various striking lights the weakness of the current objections to high school training. "The high school," he says, "may educate a small percentage as compared with the pupils of the primary school, and still be a necessary agent in the system, reflex in its influence on the schools below it, elevating their scholarship, inciting their pupils to high endeavor, and furnishing to

ing and energetic a culture without which their intellectual progress would be arrested at a very early stage." In his judgment, "their influence in a public culture is indispensable. Without them the primary schools would stand above themselves at which to aim, and the three R's would be too lightly learned for any valuable results. We cannot," he says, "incur such consequences as we can better afford to support our schools for higher learning with a liberal; shall give them their best possible influence as the strength and the glory of the public school system."

able illustrative of the graded school system and embracing its chief statistics, 3,953 as the number of pupils in the "highest schools," 372 as having completed a course, and 119 as completing it in 1877. As some of the "more than 5800" included have only two or three grades, it is hardly to be supposed that the "school" is always a high school or that all the 3,953 pupils above given are high school grade, though probably the greater portion of the other two numbers are high school students.

High schools of St. Paul, Minneapolis, and Winona were the only ones in which were taught in 1876-'77, the pupils in Greek numbering 46. Other schools had printed courses, but had no students desiring to take Greek. The schools pupils in Latin were 22 and the total of Latin scholars 444. In some of these Latin is taught to only a limited extent; but five or six have a sufficiently course in it to prepare for the freshman class in college, while in the three teaching Greek Mr. Burt says that pupils may be thoroughly fitted in languagesematics for any of the colleges. He thinks that under proper encouragement the high school's might be made to prepare students for a scientific course with Report, 1877.)

OTHER SECONDARY SCHOOLS.

Statistics of reporting business colleges, academic schools, and preparatory schools of colleges, see Tables IV, VI, and IX in the appendix, and summaries of the Report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES.

Statistics of the University of Minnesota and the other institutions under reporting for 1877, see Table IX of the appendix, and for a summary of these report of the Commissioner preceding.

Departments which have thus far been organized in the Minnesota State University are the collegiate or elementary department, and the colleges of agriculture, of arts, and of science, literature, and the arts. The "collegiate department" refers to the permanent colleges of the university, and comprises 3 courses of study, the classical, scientific, and modern. It includes, together with the work of freshman and sophomore classes of the ordinary college course, the remainder of the preparatory department, so long as any may be retained. One year of preparatory has been already dropped, and others will be discontinued as soon as practicable. This arrangement of departments emphasizes and formulates the growing of American colleges to make the close of the second or sophomore year a starting point for certain professional or technical courses and for the introduction of advanced studies. The high schools and other preparatory schools of the State are expected to extend their work substantially up to the junior year. When this has been generally done, the university, as provided by law, will dispense with the first year of the department of elementary instruction and will extend the means for study.

The college of science, literature, and the arts presents, likewise, 3 courses of study, one in science, and one in literature, leading, respectively, to the degrees of A. B., and B. L. Masters' degrees in science, literature, and the arts are conferred on bachelors of this or other reputable colleges, who, not sooner than two years after graduation, pass an examination on some prescribed line of classical, scientific, literary study and present a satisfactory thesis. There was an attendance of 304 students in the university in 1877, of whom 133 were in preparatory and 59 in special studies.—(Calendar, 1876-'77.)

SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Chartered institutions exclusively for young women, *St. Mary's Hall*, at Farid and the *Minneapolis Female Seminary*, report an attendance, respectively, of 103 students. The number of those pursuing regular collegiate courses at *St. Mary's* is not given. At the other, it is reported to be 44. Music, drawing, French, and German are taught in both, with painting also in the former. *St. Mary's Hall* has a laboratory for the illustration of chemistry, a cabinet of natural history, and an

astronomical observatory, which the Minneapolis Seminary still lacks. Bot libraries, numbering, respectively, 500 and 600 volumes.—(Returns.)

For full statistics, see Table VIII, and summary of this in the Commissioner's preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *College of Agriculture of the State University* offers in the order of their tance (1) an advanced or university course of 2 years, based on the scientific co the collegiate department and leading to the degree of bachelor of agricultu an elementary course, which substitutes natural sciences and practical instruc languages and mathematics in the latter part of the course; and (3) special c which any person who can read and write the English language may enter v examination.

The *College of Mechanic Arts of the State University* provides 3 advanced or uni courses covering 2 years, based on the scientific course of the collegiate depar These lead to degrees in civil engineering, in mechanical engineering, and in arc ure. Applicants who have completed the scientific course of the collegiate ment are entitled to admission to the junior class without further examination; must pass satisfactory examinations in all the studies of that course.—(Uni Calendar, 1876-'77.)

Carleton College, Northfield, appears to have enlarged in 1877 its scientific cou a scientific department, with an additional endowment of \$20,000 for physical s and with considerable enlargement of its geological and mineralogical cabinet, as of its apparatus for illustration of chemical, physical, and anatomical stu (Catalogue for 1877-'78.)

THEOLOGICAL.

The institutions for theological instruction in this State are the *Seabury I School* (Protestant Episcopal), at Faribault, the *Augsburg Seminary* (Evan Lutheran), at Minneapolis, and *St. John's Seminary* (Roman Catholic), at St. J For statistics, see Table XI in the appendix, and the summary of it in the Re the Commissioner preceding.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The Minnesota Institution for the Education of the Deaf and Dumb and the reports an attendance in the department for the deaf and dumb of 101 pupils, t that for the blind of 19. The deaf and dumb are instructed during $5\frac{1}{2}$ hours ea in the common school branches, ease and accuracy in the use of the English lan being chiefly aimed at. Three and a half hours daily are spent in the work where coopering, shoemaking, tailoring, printing, and sewing are taught. The in articulation has made marked progress in lip reading and articulate speech posed as it is of pupils who have had their hearing long enough to gain some b edge of spoken language. The number of pupils who are proper subjects for thi is increasing.

The blind pupils have received instruction in reading, spelling, music, mental metic, practical arithmetic, geography, English history, United States history, s writing with lead pencil and in Braille point.

It is estimated that there are not less than 100 deaf and dumb and blind child the State who are not yet under instruction.—(Report, 1877.)

EDUCATIONAL CONVENTION.

MINNESOTA STATE EDUCATIONAL ASSOCIATION.

The annual meeting of this association was held at Mankato, August 28-30. The State superintendent reports that the attendance was large and the discu and papers of unusual interest. In reference to an expressed wish that all the j should be published in his report, Superintendent Burt explains that their leu such that space could not be given them, but that he made an exception in fa two very valuable papers, of which abstracts are presented. These are "The i tion and its object," by Miss A. Abbott, and "Method of teaching history," by M A. Wheeler.

Further details of the proceedings are given in a partial report of the meeting lished in the Educational Weekly. This states that there was a much larger atten than has characterized these meetings for several years; the very best edu appeared in force; able papers were presented on live topics, and these brought c teresting discussions. Among the papers the following are mentioned: "At wh should children be admitted to the public schools?" by Mr. Bond, of St. Paul;

elements of religion in common schools," by Superintendent G. C. Tanner, and one by Mr. Woodman, of Minneapolis, on "Free text books;" that is, books owned by the district and loaned to the children, a system favored and demonstrated to be beneficial, economical, and feasible.

Mr. Bond argued that the school law now makes the age of attendance too early (5 years), that the primary schools are thus made nurseries, and that it would be wise to change the law and put the age of admission at 7.

Mr. Tanner held that a sense of responsibility for character and actions, an idea of right and wrong, and a regard for the sacred majesty of law must be cultivated in the schools, or the foundation of good discipline and conscientious devotion to duty will be wanting.—(State report, 1877, and Educational Weekly, September 20, 1877.)

CHIEF STATE SCHOOL OFFICER.

Hon. DAVID BURT, *State superintendent of public instruction, St. Paul.*

[Second term, 1877-1879.]

MISSISSIPPI.

STATISTICAL SUMMARY.

	1875-76.	1876-77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (5-21).....	171,032	150,504	-----	20,528
Colored youth of school age	184,857	174,495	-----	10,372
Whole number of school age	355,919	324,989	-----	30,930
White youth in schools	76,026	84,374	8,348	-----
Colored youth in schools	90,178	76,154	-----	14,024
Whole number in schools	166,204	160,528	-----	5,676
Average monthly enrolment, white....	65,384	63,943	-----	1,441
Average monthly enrolment, colored ..	68,580	55,814	-----	12,766
Whole average enrolment	133,964	119,757	-----	14,207
Average daily attendance, white.....	No report.	52,672	-----	-----
Average daily attendance, colored	No report.	44,627	-----	-----
Whole average attendance	No report.	97,299	-----	-----
SCHOOLS.				
Average term, in days, in country	80	77	-----	3
Average term, in days, in cities	175	200	25	-----
Average term throughout the State ...	100	No report.	-----	-----
TEACHERS AND THEIR PAY.				
Number of white teachers	1,973	2,639	696	-----
Number of colored teachers	1,005	1,459	454	-----
Average monthly salary paid	\$39 87	\$29 19½	-----	\$10 67½
INCOME AND EXPENDITURE.				
Whole reported school income	\$441,423	\$496,987	\$55,564	-----
Whole reported expenditure for schools	417,760	481,215	63,455	-----

(From reports of Hon. Joseph Bardwell, State superintendent of public education, for 1876 and 1877; the former, however, embracing full statistics from only 50 counties out of 75, and the latter from only 65. The items of income and expenditure are for the public schools alone, not including the normal schools or universities receiving appropriations from State funds. Through a change introduced in 1876, making the school and calendar years synchronous, the figures in the second column probably cover 15 months; hereafter they will cover the period from January 1 to December 31.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

For "general supervision of the common schools and of the educational interests of the State," a *State superintendent of public education* is elected every fourth year, at the same time and in the same manner as the governor.

"For the management and investment of the school funds under the general direction of the legislature and to perform such other duties as may be prescribed by law," there is a *State board of education*, composed of the secretary of state, the attorney general, and the State superintendent of public education.

LOCAL.

A *county superintendent of public education* for each county¹ is appointed biennially by

¹ A county is the ordinary school district in Mississippi; an incorporated city with more than 3,000 inhabitants forms a separate school district; townships or towns and cities with less than 3,000 inhabitants appear to be the customary subdistricts. Formerly there was a board of school directors for each county; but in 1873 this board appears to have been abolished, and its duty of looking after school lands and school funds transferred, as respects county districts, to county supervisors and county superintendents, and as respects town and city districts to the mayor and aldermen of such districts.

mentioned State board with the consent of the senate, on the certificate of a board of examiners appointed to examine all the candidates for the office chosen has the requisite educational qualifications, is of good habits and possesses executive ability. He is to examine and license teachers for schools, visit these schools at least once in each term, make annual report of State superintendent, and report to the State auditor the number of pupils in his county and to the State board the condition of the school lands and is.

incorporated town or city with 2,000 or more inhabitants, the qualified annually 2 trustees for each ward. In towns and cities with less than 2,000 inhabitants the mayor and aldermen appoint annually a board of 3 trustees, who are called school trustees. To form such a board in a rural subdistrict, the patrons of schools who have the qualifications of voters elect annually 3 trustees to serve at the next election. These boards employ teachers and look after the local interests of schools.—(School laws, 1876.)

ELEMENTARY INSTRUCTION.

GENERAL CONDITION.

Report for 1877, Dr. Bardwell (filling the place of State superintendent for an unexpired term of Mr. Cardozo, who resigned in 1876) expresses the opinion that the school system is, on the whole, improving; that the prejudice against it once now largely worn away; that the great masses of the people of the State, irrespective of race or party, have become fast friends and supporters of free schools, notwithstanding a large school debt entailed on many of the counties. Last year, the average rural school term reached 77 days in the rural districts, while in towns and cities it was 200 days, or 10 school months; that in most of the best counties the school debt has been greatly reduced and in some entirely paid; and that thus the school system of the State is now nearer a cash basis than at any preceding time since its inauguration. To effect this last improvement it was necessary, in some places, to consolidate two or more contiguous schools, thus reducing the number of teachers; while, for the same end, a general reduction in the salaries of teachers has been made. The former movement, however, may be of only temporary necessity; the latter, it is believed, will still leave teachers more productive means than formerly, because of the increased value of school warrants in which they are too generally paid. The apparent increase in the number of children of school age and in the enrolment of colored children in the schools, Dr. Bardwell thinks, is not representative of the real fact in the State but is rather due to a neglect in certain districts to make proper returns.—(Report for 1877.)

CHANGES IN THE SCHOOL LAW.

Changes in the school law were made by the last legislature, but Dr. Bardwell thinks that there should be a consolidation of the present school law, repealing obsolete and practically obsolete and supplying what is needed to give greater efficiency to the school system, and that there should be an amendment (1) increasing the present very limited salaries of county superintendents, and (2) imposing on them the duty of visiting and personally inspecting the schools of their respective counties; (2) instituting a system of graded schools in three grades instead of the present two, and with higher salaries for the first grade than the \$40 monthly which is the present legal maximum, so that the best teaching talent possible may be secured; (3) determining the new mode of service of the county boards of examiners, and making them certify as to the qualifications of applicants for the county superintendency; (4) removing from county supervisors and city boards of mayor and aldermen the power of levying a tax for public schools (except as respects special increase of school land) and letting the legislature determine by law what tax shall be regularly levied.—(Report for 1877.)

CITY SCHOOL SYSTEM.

VICKSBURG.

- A board of trustees of 2 members for each ward, with a city superintendent of schools.

— Estimated population, 11,000; youth of school age (5-21 years), 2,400; public schools, 1,450, besides 300 in private and parochial schools; average number of pupils, 1,074; school buildings, 3; school rooms, 21; sittings, 1,090; schools, 1,090; high; teachers, 23; expenditures for school purposes, \$17,140.—(Report of Superintendent C. E. Bent for 1877.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

The State report for 1877 gives 95 as the aggregate enrolment in the State Normal School at Holly Springs and 89 as the average attendance. A return states that there were no graduates for that year. A letter accompanying the return says that on account of the smallness of the appropriation the school cannot get a library of even much needed books of reference, or have a chemical laboratory, apparatus for illustrating physics, needful maps, charts, and globes, or means to aid in teaching drawing. Drawing is taught, however, though without important helps, and instruction in vocal and instrumental music is also given.

In the normal department of Tougaloo University, the State authority gives 105 as the enrolment for the year and 50 as the average attendance, while a return says that there were no graduates. The inference is that in both schools the greater portion of the students enter for only short terms and go out to teach before the completion of full courses. Drawing is not taught at Tongaloo, there being little need of it in the colored schools for which the students are preparing; but vocal and instrumental music is taught and there are some means for illustrating both chemical and physical studies. Each institution has a model school connected with it.

There appears to be danger of the loss of the State appropriation, made annually to Tougaloo since 1874, because of a conflict of authority as to the appointment of teachers between the American Missionary Association, which established and has largely sustained the institution, and the board of trustees appointed for it by the State.

OTHER NORMAL TRAINING.

The school law requires that a teachers' institute of at least two weeks' duration shall be held annually in each of the six congressional districts of the State under the control of the State superintendent, aided by an experienced educator and an assistant skilled in the work of training teachers — all teachers attending to have their salaries continued. There is, however, no note in the State report of such institutes having been held.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The present school law recognizes only two grades of schools and does not explicitly refer to high schools, nor does the State report say anything about them. There is reason to believe, however, that they exist to some extent throughout the State, sustained in part from county school funds, perhaps also in part from tuition fees for studies not recognized by the school law. But, except of the high school of Vicksburg (with four rooms for study and recitation, but without note of the number of teachers or pupils), there is no official information, unless the university high school, mentioned further on, be considered a public high school.

OTHER SECONDARY SCHOOLS.

For statistics of a business college and 12 academic schools reporting for 1877, see Tables IV and VI of the appendix, and for preparatory departments of colleges and universities, Table IX, together with the summaries of these tables in the Report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES.

For full statistics of institutions of this class reporting for 1877, see Table IX of the appendix, and for a summary of this, see the Commissioner's Report preceding.

At the University of Mississippi, the State institution for superior instruction, the plan embraces three general departments, one of preparatory education, one of science, literature, and the arts, and one of professional education. The first of these three consists of a university high school, in which are taught the branches of study preliminary to the university courses, viz: English, Latin, Greek, and mathematics, together with a course of commercial science, including penmanship and book-keeping. In the science, literature, and art department there are three undergraduate courses, one leading to the degree of bachelor of arts, one to that of bachelor of science, and one to that of bachelor of philosophy, the first and second of 4 years each, with certain fixed studies, the third elective as to the studies to be pursued, but necessarily embracing those of 7 out of 9 lines of study indicated. Six graduate courses of study, leading to the degree of master of arts, are also presented; while to secure the degree of doctor of philosophy the candidate must show that he has successfully pursued the course for bachelor of arts, or that he possesses an equivalent amount of knowledge, with special proficiency in any three departments of knowledge. He must also pre-

ent a satisfactory dissertation on some subject of original research connected with one of these departments. The department of professional education embraces at present only a school of law, for which see Scientific and Professional Instruction, below. At the fall term of 1877 there were reported 174 collegiate undergraduates and 6 graduate students; while at the commencement in that year 4 received the degree of A., 1 that of S. B., and 1 that of PH. D. (honorary), besides 5 that of D. D.—(Catalogue for 1877-'78 and return.)

COLLEGES FOR WOMEN.

For statistics of these, see Table VIII of the appendix, and a summary of it in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

In the *School of Agriculture and the Mechanic Arts* connected with the State university the catalogue for 1876-'77 shows a 4 years' course of study, in which agriculture is taught as a profession requiring varied knowledge and a liberal education. The catalogue says that the course is intended not to turn out mere apprentices to the art, but, without excluding other scientific and classical studies, and including military tactics, teach such branches of learning as are related to agriculture and the mechanic arts; and that applicants for admission are to be examined in the common English branches, algebra through equations of the first degree, in elementary geometry, and in book-keeping. In the catalogue for 1877-'78, this whole announcement disappears, without note of the reason for such disappearance.

THEOLOGICAL.

The *Bishop Green Training School*, Dry Grove (Protestant Episcopal), is both a mission and a training school. As a missionary enterprise, it supplies an otherwise destitute neighborhood with preaching; as a training school, its aim is not to teach the round of sciences, but to give training and discipline for the work of the ministry. The average attendance of students during the year 1876-'77 was 12; of these, however, number were simply preparing for theological study.—(Return and report for 1877.)

LEGAL.

The *Law School of the University of Mississippi* has 1 professor and 6 lecturers and a course of one year, the trustees having in 1872 dispensed with the necessity for a 2 years' attendance. There appears to be no preliminary examination and a student may enter at any time. Text books are said to be the chief means of instruction, and every student is examined daily on his day's reading, with explanation of those points which he is found not to understand sufficiently. The diploma of the school is made by statute a license to practice law in any court in Mississippi.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The *Mississippi Institution for the Education of the Deaf and Dumb*, at Jackson, reports an attendance of 50 pupils, 25 of each sex, who are taught reading, writing, grammar, history, physical geography, the Bible, lip reading, and articulation. The State gratuitously provides board and tuition for these children, clothing also for the indigent.—(Return and report, 1877.)

EDUCATION OF THE BLIND.

From the *Mississippi Institution for the Blind*, also at Jackson, no report has been received.

EDUCATIONAL CONVENTIONS.

MISSISSIPPI EDUCATIONAL ASSOCIATION.

At a meeting held in the senate chamber at Jackson, August 8, 1877, for the purpose of organizing a State teachers' association, General Stewart, of the University of Mississippi, was made chairman. A committee on drafting a constitution reported one which made the name of the body that above given, provided for an annual meeting, and for annual committees on common schools, higher education, normal schools, &c. The reported plan, with these and other provisions, was adopted, officers were chosen, and committees appointed. Oxford was selected as the place for the next meeting, and a time for it fixed as June 23, 1878.

The committee on common schools reported in favor (1) of repealing the present school law; (2) of recommending a poll tax of \$2 for school purposes; (3) of making the school

system a unit (i. e., that there should be common schools and a high school in each county, continuing for 9 months in the year, to prepare boys for the university); (4) of grading all common schools; (5) of better salaries for the principals of schools with 2 teachers than the present law would allow; (6) of fuller compensation for county superintendents; (7) of having 3 grades of teachers, with salaries proportioned to grade. All these resolutions were carried. A committee on changing the mode of choosing a State superintendent reported in favor of making both the offices of State superintendent and of member of the State board of education appointive instead of elective. The report was accepted, and the association, or the executive committee of the association, was directed to make the recommendation for these appointments. The *Eclectic Teacher* and *Southwestern Journal of Education*, of Kentucky, was adopted as the official organ of the association. After receiving a report on higher education recommending the establishment of county high schools as tributaries to the university, and appointing a committee to memorialize the legislature on the subject, the association adjourned.—(Published proceedings.)

CHIEF STATE SCHOOL OFFICERS.

Hon. J. A. SMITH, *State superintendent of public education, Jackson.*

STATE BOARD OF EDUCATION.

[Term, January 1, 1878, to December 31, 1881.]

Members.	Post-office.
Hon. Einloch Falconer, secretary of state.....	Jackson.
Hon. T. C. Catchings, attorney general.....	Jackson.
Hon. J. A. Smith, State superintendent of public education.....	Jackson.

MISSOURI.

STATISTICAL SUMMARY.

	1874-75.	1875-76.	Increase.	Decrease.
ION AND ATTENDANCE.				
chool age (5-21 for 1874-75 for 1875-76).	738, 431	725, 728	.....	.....
ding public schools.....	394, 780	a394, 848	a68	.....
ly attendance.....	192, 904	a181, 432	.....	a11, 472
SCHOOLS.				
ols for white children.....	7, 061	7, 257	196	.....
ols for colored children.....	323	338	12	.....
ration of school in days...	99	60	.....	39
ERS AND THEIR PAY.				
ig.....	5, 904	5, 904	.....	.....
hing.....	3, 747	3, 747	.....	.....
ary of men.....	\$38 00	.....	.....	.....
ary of women.....	29 50	.....	.....	.....
nthly pay.....	.....	\$30 00	.....	.....
E AND EXPENDITURE.				
pts for public schools.....	\$3, 013, 595	b\$1, 773, 435	.....	\$1, 240, 131
nditure for public schools.	No report.	2, 374, 961	.....	.....
TE SCHOOL FUND.				
ncipal July 1, 1876.....	.....	\$2, 910, 294	.....	.....
ated amount of fund.....	\$7, 248, 535	7, 300, 804	\$52, 269	.....

a Estimated. b Several counties did not report; total, about \$2,000,000.

and returns of Hon. Richard D. Shannon, State superintendent of public the years indicated. No report or return has been received for 1876-77.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

ard of education, composed of the governor, secretary of state, attorney l superintendent of public schools, has under the constitution of 1875 "the of instruction in the public schools." The superintendent, who is elected, ers, for a 4 years' term, is president and executive officer.

LOCAL.

missioners, chosen by the people for 2 years' terms, have the usual duties perintendents, but with such limitations both of these duties and the com- or them as greatly to impair efficiency, except where counties vote to have heir whole time to school work, in which case the duties are extended and reased.

education of cities, towns, and villages, except such as have been organized al laws, consist of 6 members chosen for terms of 3 years, one-third going ar.

of school districts composed of minor divisions of a county or township com- mbers chosen by the voters of the district for terms of 3 years, with change ber yearly.—(Constitution and school law of 1875.)

ELEMENTARY INSTRUCTION.

NO STATE REPORT.

A recent letter from State Superintendent R. D. Shannon contains the following: "I regret to say that the appropriation for executive printing having been exhausted, my report for last year was not printed, and will not be, unless included by the legislature in my next." This is the more to be regretted because Mr. Shannon had been endeavoring to collect for the report mentioned statistics not before presented respecting private and corporate schools of every grade and public and associational libraries. Apparently from discouragement at this disposition of what he had prepared for publication, the superintendent has furnished neither figures nor other information respecting the schools to the educational journal of his State or to the Bureau of Education.

GENERAL CONDITION.

The only authoritative information as to the condition of the schools in general in 1877 comes from the report of a committee appointed by the State Teachers' Association to report upon a course of study for the country schools. This report, published February, 1877, intimates that there is a lack of comprehensiveness in the existing school system; an absence of any requirement for an annual register of admissions, withdrawals, and attendance in the schools; a consequent deficiency of accurate and full reports, and a want of records to show the character and quality of the school work. Then, going beyond such intimations, it says directly that "the country schools have been, and are now, systemless schools, each teacher being free to arrange his own course of study and programme of exercises, and deciding also what shall be taught, what slighted, and what omitted," and that, "owing to non-systematized work and effort, 50 per cent. of the entire school revenue is wasted in paying for aimless experimenting in the school room." To remedy this condition of things, it recommends that the school law be changed to require annual registers, examination records, full and regular reports, and give the State superintendent authority to oblige each county commissioner to furnish to the teachers of his county a course of study and programme of daily exercises recommended by the superintendent. A course and programme suggested by the committee are added.

KINDERGÄRTEN.

The schools of this class in the State appear to be all in St. Louis and its environs and to be comprehended in the school system of that city. The following information respecting them is gathered from the report of the school board and superintendent of St. Louis for 1876-'77.

There were 30 Kindergärten in operation during the year. Of those in operation, 14 held their sessions from 9 a. m. to 12 m. and 16 from 1.30 to 3.45 p. m. The morning and afternoon Kindergärten were held in the same rooms, but they enrolled separate lists of children, and with two exceptions were taught by different teachers. Only 32 of the 182 teachers engaged in this work received pay, the remainder teaching gratuitously for the sake of the experience to be gained in Kindergarten management. There were enrolled during the year 3,333 pupils, 1,827 boys and 1,506 girls, the average number belonging being 1,502 and average daily attendance 1,292; of these, 130 were in the fourth year of their age, 902 in the fifth, 1,448 in the sixth, 639 in the seventh, and 184 in the eighth; average age on entering, 5½ years. The expense for teachers' salaries was \$13,500, an average for each scholar enrolled of only \$4.05 a year, and for each belonging of only \$9; while the average cost for tuition of pupils enrolled under the general system was \$12.80 and of pupils belonging \$18.04, so that here each Kindergarten child costs only in the proportion of one-third on the general enrolment and one-half on the number belonging to the schools. The cost of materials used in the occupations was met by a quarterly fee of \$1 each, collected from all except the indigent.

In respect to the comparative standing of children who had been trained in Kindergärten and those who had not, after their entrance upon the primary schools, Superintendent Harris says the testimony does not entirely agree. He thinks this may be due in some cases to the inferior quality of the instruction given in the Kindergärten. Moreover, during the absence of Miss Blow in Europe the past year, less stress has been laid upon the "gift" lessons in some of the Kindergärten than upon the "occupations;" and this, as shown by the statistics, deteriorated the preparation for subsequent school work, the matter of skill in manipulation having been given the preference over theoretical ability in arithmetic. Miss Blow's pupils excelled in the primary schools because of the intellectual awakening given them in the mathematical exercises on the "gifts." "The gain in intellectual possessions for young children will not be so great as the training of the will to correct habits; the chief work of the Kindergarten is that which gives manual skill and dexterity, taste, and the amenities of life." Speaking of the educational results of the Kindergarten, Superintendent Harris discusses the relation of skilled and unskilled labor. He says the superior wealth producing power of skilled

sends on the fact that its products are elaborated into forms of beauty and present greater complexity. Unskilled labor can do only the coarse work of out the raw material and preparing it for the first steps of usefulness. The ark that we pay for manufactures prices proportioned to the amount of brains ith them is true. If the Kindergarten occupations train the muscles of the en supply in such a manner as to cause them to be obedient servants to the ey train the eye to accuracy and develop taste in the selection of shapes for m, if the "gifts" develop an early and permanent tendency to mathematical is, then the Kindergarten is admirably adapted to the purpose of commencing education of an industrial people.—(St. Louis city report.)

CITY SCHOOL SYSTEMS.

OFFICERS.

ral law for cities, towns, and villages provides for the election of 6 directors. schools in all such places as shall have adopted the law, one-third of such to be subject to change by new election each year following. These directors president, secretary, and treasurer of their own number, the body thus organizing a corporate board of education. Kansas City appears to have come under isions of this act, having a board of the number and organization indicated. h, under a special act of 1860, amended in 1866, has a board composed of 2 from each ward elected by the voters of the ward, with a president elected istrict at large. St. Louis, also under special act, has one composed of a sinber from each of its 28 wards elected for terms of 3 years each, one-third going year. This board chooses a president from its own number, and, like the nually elects a superintendent of the city schools, who at St. Louis chooses nt superintendents.

STATISTICS.

Cities.	Estimated population.	Children of school age.	Enrolment.	Average attendance.	Teachers.	Expenditure.
.....	12,000	3,306	1,877	1,299	98	\$14,947
ty.....	42,000	8,303	4,334	2,599	58	81,187
.....	95,000	6,822	3,514	2,417	553	253,194
.....	482,000	146,000	642,436	627,581	6752	1,007,831

ritten return the number of teachers is given as 54, and the expenditure is put at \$51,073. sive of 5,240 enrolled in evening schools, with 2,421 in average attendance under 118 teachers. urses for St. Louis are from the printed report for 1876-77.

ADDITIONAL PARTICULARS.

al.—The figures above given are from a written return made by the secretary hool board, no printed report having been received. The return gives 300 as ated enrolment in private and parochial schools, additional to that in public

City.—There are 9 schools under the jurisdiction of the board, 1 high and 8 hools, 1 of the latter for colored children. Number of school rooms owned istrict, 62; rented, 2. The district schools are classed as primary, intermediate, amar, the course in these grades covering 7 years, while the high school course 4. Notwithstanding a reduction of 2 years in the school age, which probably 0 pupils, the enrolment was larger in 1877 than ever before. As an auxiliary hool system, a library has been established, which now numbers about two- l volumes and is rapidly increasing.—(Report for 1876-77.)

eph.—The board owns 17 school-houses, containing 53 rooms. There were 16 pen for the year, of which 1 was a high school and 2 were for colored children. ment of colored pupils was 376, the average attendance 224. The percentage dance in all the schools, on the average number belonging, was 91; on the nrolled, 69. The high school graduated its first class in 1868, and has since d 10 classes, numbering in all 134, 75 girls and 59 boys.—(Report for 1876-77.) ds.—Adding the 5,240 pupils enrolled in evening schools to the 42,436 pupils hools, we have a total enrolment of 47,676 in all the public schools. Adding teachers in evening to those in day schools gives a total of 870 teaching public uring the year. In the day schools the enrolment was 4,046 greater than dur-year 1875-76. The board of education has still to deal with the question of provide educational facilities for a school population which increases much

faster than the income from taxable property. This increase of enrolment averages about three thousand a year. It has been far greater proportionally than that of the population; partly, it is thought, from the popularity of the schools and partly from the severe financial depression, which has caused parents to withdraw their children from private schools and send them to the public schools. The plan of half day instruction in the two lowest grades is suggested as a possible solution of the financial difficulty, a plan which, it is stated, would save as much annually as the proceeds of one-fourth of the city school tax, while materially improving the system. Children before the age of 13, Dr. D. F. Lincoln has urged, cannot profitably study more than half as long as men and women, and the most profitable arrangement of work for such children will restrict their study, in general, to 3 hours daily for the younger children and $4\frac{1}{2}$ for the older. Nearly fifty-two per cent. of the entire number enrolled in the St. Louis city schools are in the two lowest grades. If they were provided for in half day sessions, it is estimated that a saving might be effected of \$150,000 a year in the items of real estate and improvements, wages of teachers and janitors, fuel, and supplies; and it is not doubted that the pupils would make as rapid progress as now and assimilate what they learn far better, since what they lose in iteration would be more than made up by the keen grasp which a thoroughly rested mind gives to a subject. Some industrial occupation for children during the hours when not employed in study, it is suggested, should accompany such an arrangement. The question of industrial training, now rapidly assuming prominence among educators, may find its solution in some such plan as this. The difficulty, as Superintendent Harris says, is the practical one, how to do it. The trouble lies in finding suitable work and in holding the children with due strictness to the plan adopted.

It has been the policy of the board for some years to encourage the attendance of children under 7 years of age. The length of time spent in school in St. Louis is not so great as in most eastern cities. Some school populations get an average of 5 years' tuition, but here the time spent is barely 3 years, on an average. In 1876-77 the children 7 years old and under comprised 34.4 per cent. of the entire enrolment, and 21.8 per cent. of the entire enrolment were under 7. About 8 per cent. of these last attended the Kindergärten.

The average cost of each pupil in the day schools, including the high and normal, was \$20.19, based on the average number belonging; it was \$14.33 based on the total enrolment, being a decrease for the year of about a dollar a pupil. This was secured by lowering the wages of inexperienced teachers for the first two years of service from \$500 and \$550, respectively, to \$400 and \$450. A reduction of $7\frac{1}{2}$ per cent. in teachers' salaries has been decided upon for the ensuing year, to apply, however, only to salaries of \$500 and upward. The superintendent thinks that the weight of reduction should fall chiefly on unskilled labor, that a premium may be offered for good work.

The number of children studying German in the public schools reached 18,727 in the year, of whom 12,787 were of German parentage. The necessity for this instruction grows out of the large number of Germans in the city and the need of training them under American influences.—(Report for 1876-77.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS AND NORMAL DEPARTMENTS.

For full statistics of normal schools, see Table III of the appendix, and the summary of it in the Report of the Commissioner preceding.

The *Southwest Missouri State Normal School*, at Cape Girardeau, with 5 instructors and some student assistants, had 171 students in 1876-77, 73 women and 98 men. There is an elementary course of study which covers 2 years and an advanced course of 2 years additional. Twelve graduates are reported for 1877, all but one from the elementary course; engaged in teaching, 3.—(Catalogue.)

The *North Missouri State Normal School*, at Kirksville, with 9 resident instructors and 20 "tutors," reports 592 normal pupils, 388 men and 204 women. There were 39 graduates in 1877; of these all but 6 engaged in teaching. The course of instruction covers 4 years.—(Circular and return.)

The *Northwest Normal School*, at Oregon, organized in 1876, in 1877 had 3 instructors and 110 normal students, 55 men and 55 women. The course of study covers 4 years. An appropriation of \$1,500 was received from the city.—(Return.)

The *Collegiate Institute*, at Sedalia, opened in 1876, has primary, preparatory, commercial, collegiate, and normal departments, in which latter the attendance was 14, all women but 4. The aim of the normal department is to give a knowledge of the common school branches and instruction in the methods, theory, and practice of teaching, in school organization and school government, and in the elements of the natural sciences.—(Catalogue and return.)

The *College of Normal Instruction*, Columbia, reports 70 students, all of them men but 1; 10 instructors; and a 4 years' course of study.—(Return.)

Lincoln Institute, at Jefferson City, an institution opened for the colored race in 1866,

during 1877, under 6 instructors, an attendance of 122 students, of whom 69 were and 53 women. Eleven students were graduated from its 4 years' course of study, whom engaged in teaching. There was an average of \$40.99 received from the fee for each pupil attending, exclusive of appropriations for permanent objects.—*Ann.*)

In all these schools drawing and vocal music are taught; instrumental music also in some have some means of chemical illustration, and 3 some apparatus for illustrating science.

In the *St. Louis Normal School* 215 pupils were enrolled in 1877, a smaller number than in any of the three preceding years. There were 12 graduates in January, and 55 in June. There was greater regularity in attendance than during any previous year, a fact which indicates that the health of the pupils was good. In order to guard against overwork, a daily record is kept of the amount of time spent by pupils on school work at home. This averaged during the year two hours and eleven minutes. The advanced class spend about half of their time in practical teaching in district schools of the city, and are thus enabled to overcome first difficulties in teaching under the assistance of their own teachers and of those of the schools in which they teach. All are excluded from entering higher classes who have not satisfactorily completed the work of the previous part of the course. Those who show little aptitude in teaching are advised to withdraw.—(City report, 1877.)

A normal course is reported by the catalogue for 1877 at Central Wesleyan College, Creighton, in which 22 pupils received instruction; and at Drury College, Springfield, according to the catalogue for 1876-77, there was a class numbering 10 pupils. The normal department of the State university had 18 students. Normal departments are also reported in La Grange College, La Grange, and Thayer College, Kittery, in 1874-75, but no later information on this point has been received from those colleges.

TEACHERS' INSTITUTES.

Under the existing school law these means of improving teachers are not required to be held by the county commissioners unless the counties arrange that the commissioners shall devote their whole time to school work, nor, if they should be held, are teachers bound to attend them by any other consideration than a sense of duty, there being no penalty for absence or reward for attendance. A search through the files of the educational organ of the State superintendent indicates that only 5 county institutes were held during the year.

EDUCATIONAL JOURNALS.

The *American Journal of Education*, published at St. Louis, served during 1877 as the official organ of the State superintendent of public schools, and by its advocacy of a good school system and of liberal legislative appropriations for its support aided greatly his endeavors in this direction, while many articles must have improved the minds of those for whose benefit they were written.

The *Western*, a monthly also published at St. Louis, has at times given a page to educational matter, and to it we owe a notice in the December number for 1877 of the formation, history, and constitution of the St. Louis Society of Pedagogy, which seems to be doing important work in training its members to thoroughness in teaching.

The *Journal of Speculative Philosophy*, a quarterly published at St. Louis, and edited by Superintendent W. T. Harris, frequently contains original articles and translations bearing on the science of education, which are characterized by profound thought and wide study of the particular topics discussed.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

There is no recognition of high schools in the State law beyond a provision for central graded schools formed by a union of certain districts for the establishment and maintenance of such schools, nor have the State reports been wont to present any statistics of high schools. They exist, however, in some places, through the wish of the people for them and through the discretionary action of school boards. Hannibal, in 1877, had 1 such school, with 35 students and 1 teacher; Kansas City, 1, with 1 teachers and 223 scholars; St. Joseph, 1, with 5 teachers and 182 scholars; St. Louis, 1 central high school for advanced pupils and 5 branches in different parts of the city for the studies of the first high school year. The enrolment in the central school for 1876-77 was 351; in the branches, 906; the number admitted from these to the central for that year, 143; teachers in central and branch schools, 48. Total of high school teachers reported in the State for 1877, 61; of high school pupils, 1,697; graduates in the three places last named, 93.

OTHER SECONDARY SCHOOLS.

For the statistics of reporting business colleges, academic schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX in the appendix, and summaries of these in the Report of the Commissioner preceding.

THE HIGH SCHOOL QUESTION.

Inasmuch as the old question of the right of establishing free high schools at public cost is provoking new discussion, Superintendent Harris, in his report for 1877, gives considerable space to the views of Mr. Morgan, principal of the city high school, on this subject. The arguments presented in favor of the public high school are addressed to the objectors of three different classes: (1) to those who are hostile to education and to those who are indifferent and consent to public education only because it is a sociological need; (2) to those who believe in education by itself, but who look upon public education as a gift and not as a right; (3) to those who believe in education as a right as well as a political necessity, but who wish it to be limited.

To the first class the defence of a high school is made on the ground of economy. It is shown that the high school exerts upon the grammar school a beneficial influence not to be obtained so economically in any other way. To the second class of objectors it is replied that education is not in this country a gift, but a right and a necessity on which depend the prosperity and wealth of the community. To the third class of persons, who believe education to be a right, but who wish to limit it, additional considerations are adduced based on (1) political necessity, to the end of preventing crime, abolishing caste, and fostering creative ability; (2) the reciprocal duties of the citizen and the community; (3) the sufficiency of the education, as determined by these considerations; and (4) the ability and willingness of the community to perceive and to attain its own best ends.

From the arguments in favor of public high schools, given in previous annual reports, the following among others are selected: That they infuse greater uniformity into the system; that they have a healthful, stimulating effect on the schools below; that they furnish opportunities for the poor; that they dignify, popularize, and render influential the district schools; that they both indicate and encourage a high standard of education in the public mind, and that they graduate staunch friends of liberal culture and advanced learning.—(City report.)

SUPERIOR INSTRUCTION.

COLLEGES.

For statistics under this head, see Table IX of the appendix, and summary of this in the Report of the Commissioner preceding.

The departments and courses of study in all the colleges appear, as far as heard from, to be essentially the same as reported in 1876.

The State University, at Columbia, and the Pritchett School Institute, at Glasgow, report only by catalogue, and their statistics, therefore, do not appear in the tables. There was a total attendance of 463 in the academic and professional schools of the university. Of the academic students, 70 were enrolled in the school of physics, 46 in chemistry, 147 in natural history, 340 in mathematics, 19 in metaphysics, 7 in Shemitic languages, 64 in Greek, 168 in Latin, 157 in continental, and 233 in English. Pritchett Institute reports 22 students in the collegiate department, besides 6 special and 132 preparatory students.

The State University was founded on the admission of Missouri into the Union, in 1820, by means of a congressional grant to the State of two townships, or 40,000 acres of land. At the same time other public lands were set apart for sustaining elementary schools. Thus, higher education was, from the first, identified with the lower as a constituent part of the public school organization. The university was chartered in 1839 and began its work at Columbia in 1840; in 1870 the Missouri School of Mines and Metallurgy, at Rolla, the agricultural and mechanical college of the State, became a part of it. The course comprises 17 schools, of which 10 are academic and 7 professional. Five of the academic schools are devoted to scientific study and 5 to the languages, including German, French, Spanish, Latin, Greek, and Shemitic. For the 10 academic schools, 4 courses of study have been arranged, leading to the degrees of A. B., S. B., Ph. B., and L. B. It is intended that these courses and degrees, occupying the same time and indicating the same amount of work, shall be equivalent in training and equal in honor. The professional schools are those of agriculture, pedagogics, law, medicine, mining and metallurgy, civil engineering, and art. Young women have been admitted to the classes of the university for 10 years; and experience, it is stated, is decidedly favorable to the plan of coeducation.—(Catalogue.)

Washington University, St. Louis, which has for several years had lady students on its rolls, is reported by the American Journal of Education in that city to have had a special room fitted up for them in 1877 as a parlor and study, an attention to their comfort which will be likely to increase the attendance. To extend more widely the advantages offered, Mr. William Henry Smith, of Alton, Ill., has given the university a *lee* are endowment fund amounting to \$27,000 and to be increased by accruing interest to \$30,000. The income of this fund is to be used for the support of a system of lectures on literature, history, art, and sciences, which will be open to the public and will ord-

ily be free, though an admission fee may be required when circumstances shall demand it.—(Catalogue for 1877-78.) These lectures appear to have been already commenced, and two series of them, on German and French literature, delivered in 1877, said by a St. Louis paper to have been of great interest.

COLLEGES FOR WOMEN.

For statistics of institutions of this class, see Table VIII of the appendix, and a summary of this in the Report of the Commissioner preceding. In this table, however, will not show all that relates to the Mary Institute, which is a branch of Washington University, St. Louis, it may be said of it that its last catalogue indicated 34 young lady students in its 5 academic classes for the fall term of 7 and 13 in its 2 advanced classes; the former pursuing the studies of a very thorough high school course, the latter those of a collegiate one. A portion of the studies in the advanced course, such as Latin, Greek, chemistry, physics, trigonometry, and mechanics, are elective, and students usually recite in the college classes of the university.—(Catalogue, 1877-78.)

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

Statistical statistics of institutions under this head may be found in Tables X-XIII of the appendix, and summaries of them in the Report of the Commissioner preceding.]

SCIENTIFIC.

The *State Agricultural and Mechanical College*, one of the professional colleges of the university, at Columbia, provides a 4 years' course in agriculture and related studies, leading to the degree of bachelor of agriculture, a resident graduate course of 1 year, and a course in horticulture of 1 year. Students who complete the resident graduate course are entitled to the degree of master of agriculture. Those who complete the course in horticulture are entitled to a diploma. Ladies are invited to pursue this course; it embraces horticultural botany, chemistry, meteorology, climatology, gardening and landscape gardening, fruit culture, botany, and history of horticulture. It is the design of this college to give an education that shall fit the pupils for intellectual and manual labor.—(University catalogue, 1876-77.)

The *School of Mines and Metallurgy*, at Rolla, forms another of the professional schools of the Missouri State University and receives one-fourth of the income of the fund derived from the congressional land grant. Its departments of instruction are mathematics, analytical chemistry, metallurgy, physics, geology and mineralogy, civil and mining engineering, graphics, mechanics, German, French, and English. Number of students, 1.—(Catalogue of university and return.)

The *O'Fallon Polytechnic School*, a department of Washington University, offers 6 regular courses of study, extending through 4 years each, 5 of the courses being intended to prepare students for professional work as civil and mining engineers, chemists, and architects. The sixth course is in science and literature; its satisfactory completion entitles the student to the degree of PH. B. This course is suited to the wants of young women as well as young men. Among its other features, an opportunity is given for the systematic study and practice of art and design. There was an attendance of 1 student in 1877, including 1 graduate student, besides 5 who were not candidates for degrees, while a large number of others received instruction in drawing and painting. Shops for manual instruction in connection with this school have been fitted up by a liberal friend of the university, Mr. Conzelman, and in these pupils are taught the use of tools and receive some training in woodwork, carving, turning, and blacksmithing.—(Catalogue, 1877-78.)

THEOLOGICAL.

The *Theological Department of St. Vincent's College*, Cape Girardeau (Roman Catholic), reports an attendance of 1 graduate and 5 undergraduate students, the latter in a course of theological instruction covering 3 years.

The *Vardaman School of Theology*, in William Jewell College, at Liberty (Baptist), had an attendance of 52 undergraduate students. The course for college graduates extends over 2 years, while for non-graduates a 5 years' course has been arranged.—(Catalogue and return.)

The *Concordia College Seminary*, St. Louis (Evangelical Lutheran), dating from 1839, reports a 3 years' course of theological study, for which students are prepared at Concordia College, Fort Wayne, Ind.

A short course in theology has been incorporated with the academical studies of Glasgow College, Glasgow (Methodist Episcopal); and in the *Central Wesleyan College*, Warrenton (Methodist Episcopal), there is a 4 years' course of theological study, beginning with elementary English branches.—(Catalogues.)

LEGAL.

The *Law School of the State University* reports for 1877 an attendance of 33 students.

The course of study covers two years. No special preparation is required for admission, but the student, if not a graduate of some college, must be 19 years of age. The mode of instruction is by daily examinations on text books, lectures on special titles, and the exercises of a moot court.—(Catalogue and return.)

The *St. Louis Law School*, a department of Washington University, provides a course of study covering 2 annual terms of 6 months each, "designed to prepare young men to a degree far above the ordinary standard of admission to the bar for the practice of the profession." The course embraces instruction in the principles of constitutional and mercantile law, the law of contracts, the jurisdiction and practice of the United States courts, real property law (including a special course of lectures on conveyancing), equity jurisprudence, evidence, pleading, and practice at common law, in equity, and under the code, corporations, insurance, domestic relations, torts, and criminal jurisprudence. Instruction is given by daily examinations upon assigned portions of standard treatises, by lectures, and by moot courts. Applicants for admission to the junior class must be at least 19 years of age, and those for either class must furnish evidence of good moral character and standing and of having received a good English education; at the opening of the term a satisfactory examination must also be passed in all the studies that have been pursued by the class. The attendance in 1877 was 76. The examination of the senior class for degrees is mainly by printed questions covering the entire course of study, and to secure the utmost thoroughness questions are prepared and the examination is conducted by an examining board comprising some of the chief judges and lawyers in the State, presided over by a justice of the United States Supreme Court. Only on the written recommendation of this board is a degree granted. The example is a good one and should be widely followed.—(Catalogue and return.)

MEDICAL.

The *Medical College of the State University*, at Columbia, the *St. Louis Medical College*, at St. Louis, the *Missouri Medical College and Hospital*, at St. Louis, the *College of Physicians and Surgeons*, at Kansas City, and the *St. Joseph Hospital Medical College*, at St. Joseph, report for 1877 a total attendance of 488 students. All these demand of candidates for graduation 3 years' study of medicine, including 2 courses of lectures. The *St. Louis Medical College* provides, also, a 3 years' graded course in the institution and advises students to pursue it, offering this at the same cost as the prescribed 2 years' course.—(Returns and catalogues.)

The *Homoeopathic Medical College*, at St. Louis, also offers a 3 years' graded course of study, while the obligatory requirements for a degree are the same as the above. The number of students attending was 59. Women as well as men are admitted.—(Catalogue and circular.)

The *Missouri School of Midwifery and Diseases of Women and Children* aims to give a thorough course of instruction only in the branches of midwifery, diseases of women and children, anatomy, and physiology. There were 12 students attending in 1877.—(Return and circular.)

The *Missouri Dental College*, St. Louis, has established a 3 years' progressive course of instruction, which students are encouraged to pursue instead of the 2 years' course required for graduation.—(Eleventh annual announcement.)

In the *St. Louis College of Pharmacy* the branches studied are chemistry, materia medica, and pharmacy. For graduation an apprenticeship of 4 years and attendance upon 2 courses of lectures are required. The college graduated 16 students in 1877 and had an attendance in the fall of 1877 of 50.—(Prospectus and return.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The *Missouri Institution for the Education of the Deaf and Dumb*, at Fulton, founded in 1851, reports an attendance for 1877 of 230 pupils, 127 males and 103 females, under 11 instructors, of whom 2 were semi-mutes. Since the beginning of the school about six hundred pupils have received instruction and 5 of the graduates have become teachers in similar institutions. The elementary English branches are taught, and also the employments of printing, cabinet making, shoemaking, and gardening.—(Return for 1877.)

EDUCATION OF THE BLIND.

The *Missouri Institution for the Education of the Blind*, at St. Louis, founded in 1850, reports 7 instructors and employés, of whom 2 are blind, with 103 pupils. These are trained in the ordinary branches of a good English education, reaching into some studies taught in the high schools. With a view to preparation for self support the students also receive training in broom making, cane seating, willow work, sewing by hand and on machine, and some kinds of fancy work.—(Return.)

EDUCATIONAL CONVENTIONS.

MISSOURI STATE TEACHERS' ASSOCIATIONS.

endent Shannon, in an article in the *American Journal of Education*, states that conventions were organized on the 26th, 27th, and 28th of December, 1877, at Piedmont, southeastern Missouri, at Kansas City for the counties in the northwest, and for northeastern counties. One for Southwestern Missouri was also held. These associations are in addition to the general association, the meeting of which in 1877 was held in the summer, but of the proceedings of which no account has been published. Mr. Shannon says that among other work they are designed to be the formation of institutes in all the counties represented, and the southeastern, of which alone there is any full report, appointed a committee to organize an institute of at least one week in each county in the district during the coming year. An effort was made, too, to have some teacher in each county write an article in the county paper in the interests of public education. Several have consented and some of them to have gone to work.

CONVENTION OF COLORED TEACHERS.

endent of the *American Journal of Education* for March, 1877, states that a convention of colored teachers "recently" held in Jefferson City was composed of many intelligent colored men and women of the State. The first day was spent in considering the material condition of the colored schools, which, it was found, were buildings that, with few exceptions, are ill adapted in structure, ventilation, and furniture to common school purposes. Two speakers particularly, one of whom was a lawyer, spoke in favor of the establishment of separate schools for colored children and to prevent that the terms and advantages of such schools should be equal to those of the same grade in their respective districts, cities, and villages, said that this is frequently and grossly violated. Colored primary schools, it was found, were in most instances held in basements and huts, without desks or suitable furniture, while "other primary schools" are amply furnished. This was said to be the case in other grades also.

In connection with the employment of colored teachers, reference was made to the action of the Board of Education in St. Louis (where the colored population is 40,000), in refusing to employ any colored teacher, and it was denounced as an outrage upon the claims and upon the proprieties of the situation. The sentiments expressed upon this subject were subsequently embodied in a resolution which called for a committee of members, with power to organize associations to bring before the proper authorities the condition of the schools and the propriety of having colored teachers employed, as well as to increase in other ways the educational work among the colored people. The resolution was passed, and, possibly because of this action, colored teachers were employed in the schools of St. Louis in the autumn following.

In the relations of the institute to the common schools, on the work of the teachers, the teaching of English, on the instruction of most value to the colored people, the use of penalties in school government were presented and drew forth high praise from a distinguished lawyer present. The State superintendent spent an hour with the convention, answering questions and explaining the laws with reference to the establishment and support of schools for the colored race.

A subsequent meeting was held in St. Louis in the latter part of the year, at which prepared papers were read and important topics discussed, but whether it was a general or sectional meeting of this convention or one of the sectional associations organized does not appear.

FRÖBEL SOCIETY, ST. LOUIS.

The introduction of the Kindergarten system in St. Louis led to the formation of this society, to secure harmony throughout the Kindergärten in methods, music, line of conduct and spirit of action, and so to prevent errors which might arise from the employment of new teachers, with perhaps imperfect comprehension of the system. It has about one hundred members, 40 of whom are directors of Kindergärten, and assistants in the same. Besides being an association of collaborators, it has an official character, from the fact that it is authorized by the board of directors of the St. Louis public schools to appoint a committee of 5 members to conduct the examination of applicants for position in the Kindergärten. These examinations are held quarterly to comprehend the principles of modern teaching and the application of Fröbel's system.—(Letter from the president of the society.)

ST. LOUIS SOCIETY OF PEDAGOGY.

The purpose of this society is to discuss both methods of teaching and the principles which underlie them. It was organized by a few of the principals of district schools in St. Louis, with the principal of the Central School and his first assistant, met in the autumn of 1871 at the house of

one of their number, and began with a discussion of the teaching of morality in public schools. This meeting led to others, until they became so frequent as to suggest the idea of a society that should offer its membership to all who might take an interest in the discussion of educational questions. In February of the following year such a society was formed, with the title above given, and with a constitution which declared its aim to be "the discussion of the subjects belonging to the science of pedagogy." Its meetings have been since steadily continued on the third Saturday of each month except during the summer, and at these meetings various important papers have been presented, the titles of which, as well as the membership and rules of the association, may be found in the December number of *The Western* (a St. Louis monthly) of 1877.

OBITUARY RECORD.

PROF. GEORGE HEROD ASHLEY.

Born at Ashburn, Derbyshire, England, September 19, 1844, Professor Ashley came with his parents to the United States when he was only 10 years old, and from the time that he was 12 earned his own livelihood and pushed his way upward in the world. An accident which disabled him for manual labor at 16 induced him to devote himself to literary culture, and with characteristic energy he passed through the schools, became a teacher, rose at 21 to the assistant principalship of the schools of Corunna, Mich., and soon had from the principal the high testimony that he was the best English scholar the principal knew in the State. But love for learning, now thoroughly enkindled, did not let him rest without a higher culture. So at 23 he presented himself for admission as a student in the preparatory department of Olivet College. In less than a year he was graduated from this department, entered college, and, going up one class, finished the course in three years, at the head of his class; this, too, though he had taught all the way through college, in the determination to pay his own expenses to the end. On his graduation he was made a tutor in the college, and held this position for a college year; then, much to the disappointment of the collegiate authorities, he took charge of a church at Pottersville, Eaton County, not far away, and labored with great success and popularity for about two years. By this time his reputation as an able, eloquent, and rising man was well established, and through Mr. S. F. Drury, of Olivet, largely instrumental in the establishment of Drury College, Springfield, Mo., he was called, in 1873, to the chair of Latin and Greek in that institution, then just chartered. He accepted the post; performed the duties of it nobly; infused his own fresh life and zeal and thoroughness into the classes which he taught; and by his intense enthusiasm and magnetic power was doing much to secure for the young college an exceedingly high character, when, after four years of service, he died July 20, 1877, passing away universally lamented, in the very flower of his years.—(*Memorial pamphlet*, 1877.)

CHIEF STATE SCHOOL OFFICERS.

Hon. RICHARD D. SHANNON, *State superintendent of public schools, Jefferson City.*

STATE BOARD OF EDUCATION.

[Term of office expires January 1, 1881.]

Members.	Post-office.
Hon. Richard D. Shannon, State superintendent of public schools.....	Jefferson City.
His Excellency John S. Phelps, governor.....	Jefferson City.
Hon. Michael K. McGrath, secretary of state.....	Jefferson City.
Hon. Jackson L. Smith, attorney general.....	Jefferson City.

NEBRASKA.

STATISTICAL SUMMARY.

	1875-'76.	1876-'77.	Increase.	Decrease.
ND ATTENDANCE.				
Age (5-21).....	86, 191	92, 161	5, 970	.....
Public schools.....	59, 966	56, 774	.....	3, 192
TEACHERS AND SCHOOLS.				
Teachers.....	.....	2, 496	.....	.....
.....	.....	64	.....	.....
.....	.....	2, 432	.....	.....
Salaries.....	1, 975	.....	.....	.....
.....	2, 075	.....	.....	.....
Schools in days.....	95. 8	127	21. 2	.....
Value of school property.....	\$1, 069, 694	\$1, 862, 386	\$792, 692	.....
PAID THEIR PAY.				
Teachers.....	3, 361	3, 729	368	.....
Pay of men.....	\$37 14	\$35 46	.....	\$1 68
Pay of women.....	32 84	31 80	.....	1 04
EXPENDITURE.				
For public schools.....	\$865, 274	\$633, 211	.....	\$232, 063
For other than schools.....	919, 346	*861, 264	.....	58, 082
SCHOOL FUND.				
Balance.....	\$1, 318, 044	\$1, 615, 021	\$296, 977	.....
Total amount.....	15, 000, 000	18, 229, 687	3, 229, 687	.....

*Amount made by Superintendent Thompson this amount appears as \$1,027,192; this amount represents payments made during the year on account of past indebtedness.

n. J. M. McKenzie and Hon. S. R. Thompson, State superintendents of education, for the two years indicated. The second column embraces the counties.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

Superintendent of public instruction, elected by the people in each year of even number, for a term of four years, has the general charge of the public school system. *Commissioners* for the sale, leasing, and management of the school lands and for the management of the school funds is composed of the governor, secretary of state, treasurer, and commissioner of public lands and buildings.

LOCAL.

County superintendent of public instruction is elected in each county every odd year for a term of four years, and has the general charge of county school interests. In each organized school district is ordinarily composed of a moderator, clerk, and treasurer, chosen by the people of the district for terms of 3 years each, for a term of one year. Each of them has certain definite duties to perform in furtherance of the public schools of the district and all together constitute the governing body of the district. In districts with less than 25 children the general care of the school and school-house. In districts with more than 25 children of school age the people may choose a board of 6 trustees, for each, with change of one-third yearly.

ELEMENTARY INSTRUCTION.

GENERAL CONDITION.

There having been no report printed since 1875 and none being expected till the close of 1878, Superintendent Thompson has kindly furnished the following sketch to fill the gap for the year 1876-77:

"During the school year 1876-77 the system has been steadily recovering from the severe depression of preceding years. Some of the causes of this depression were alluded to in the report of 1875-76, but others not mentioned were equally potent. In 1874, the distribution of State school funds amounted to \$4 for each pupil between 5 and 21. In 1875, the legislature lowered the State school tax from two mills to one, and at the same time appropriated from the State distributable fund about thirty-six thousand dollars per annum for two years to special schools. This cut down the annual pro rata distribution to \$2.18 per pupil in 1876 and to \$1.85 in 1877. Many schools were stopped and districts disorganized, especially in the western part of the State, and much discouragement was felt.

"But gradually, with the return of financial prosperity, a better feeling began to prevail. School lands were leased and sold in greater quantities and the school fund steadily increased. The new constitution, moreover, adopted in 1876, forbids the appropriation of any part of the school fund to other than common school purposes, which will prevent a repetition of the mistake of 1875."

Beyond this, the statistics before given show a decrease of 3,192 in school enrolment, notwithstanding an increase of 5,970 in school population, but an addition of 368 to the number of teachers employed, though this may be the result of frequent change during the year.

CITY SCHOOL SYSTEM.

OMAHA.

Officers.—A board of education of apparently 15 members, subject to partial annual change, and a city superintendent of schools.

Statistics.—Estimated present population, 22,000; children of school age (5—21), 4,753; enrolled in public schools, 2,911; average attendance, 1,906; teachers, 47; expenditure for public schools, \$77,036.

Additional particulars.—Besides the public school enrolment, there was an estimated attendance of 200 in private and parochial schools, and besides the 46 teachers of English in the public schools, there was a teacher of German, who probably had assistance from others in his work, as a paper published in the interests of the schools states that there were more than 300 studying that language.¹ A course of study for the schools, published in the same paper, shows that they are classed as primary, intermediate, grammar, and high schools, the course for the first and third covering, in each case, 3 years; that for the second, 2; that for the fourth, 4; making 12 years in all. The promotions from the eighth grade to the high school in the summer of 1877 numbered 27, one other pupil passing the examination creditably, but not entering the school. Successful prosecution of the studies in the lower grades, with an average of 75 per cent. in the principal studies, is said to be the ordinary basis of promotion, though in some instances they are made on the ground of fidelity to study unaccompanied by that measure of success.—(Omaha High School for April, 1877, and subsequent numbers.)

TRAINING OF TEACHERS.

NORMAL SCHOOL.

The State Normal School of Nebraska, at Peru, reports for the year 1876-77 an attendance of 265 normal students, of whom 209 belonged to the elementary and 56 to the higher course. The elementary course is designed to prepare teachers for common, ungraded, and lower grade schools. It comprises, in addition to a critical study of common branches, a course of instruction in the organization and management of ungraded schools, methods of teaching, the art of rendering the elements of learning interesting and attractive to the young, and the use of illustrative apparatus for primary schools. The advanced course comprises, in addition, 3 years' training in the higher branches, including instruction in the laws of mental development, with their application to teaching; the science, philosophy, and history of education; school laws in general, and the school system of Nebraska in particular; also, school graduation, supervision, and management.—(Catalogue, 1876-77.)

¹In the autumn of 1877 the instruction in German was abolished, the tax levy authorized by the city council being too small to warrant the continuance of a study that could be dispensed with. The teacher was, however, allowed the privilege of using a recitation room connected with the schools for bearing such pupils as might come to him for private tuition, without interfering with the regular class studies.

TEACHERS' INSTITUTES.

In State and county institutes are provided for in the school law, the former to be under the direction of the State superintendent of public instruction; the latter, that of the county superintendents of the counties in which they may be held. All are organized by the State superintendent, all county superintendents of the district for which they are convened are required to be present, and the schools in the district are to be closed that the teachers may attend the institute. The superintendent writes that 3 of these district institutes were held in 1877, lasting from 2 to 6 days each. The only one of them of which we have a record was at Plattsmouth, September 9-19. It had an attendance of 56, and is said to have been practically a school of instruction of teachers, the aim being to prepare those present to conduct district institutes. The other two were held at Grand Island and at Pawnee City.

County institutes the superintendent writes that they were organized in 42 counties and carried on with spirit. He cites as an example Boone, a frontier county with only 18 schools, where 20 teachers, with the county superintendent, were present ready for business at 9 o'clock on Monday morning.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

In the several schools of this class in the State the only one reported for 1877 is that at Omaha, the course in which extends through 4 years, with a good selection of English studies and Latin optional. German was also an optional study, but was dropped in the autumn of that year from a necessary reduction in expenses. The majority of pupils here, as elsewhere, are said to be children of parents in the middle and lower ranks, who, though respectable and generally comfortable in circumstances, do not in general afford to send their sons and daughters to private institutions which would afford them the same advantages.

OTHER SECONDARY SCHOOLS.

For statistics of reporting business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, and IX of the appendix following, and summaries of these in the Report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES.

Crete College, at Crete, had an attendance in collegiate classes of 19 students, 7 of whom were pursuing a scientific course. There were 7 young women in the collegiate department. The preparatory department numbered about 145 students, nearly half boys.—(Catalogue and return.)

Nebraska College, at Nebraska City, reports 40 pupils in preparatory studies, but none in the collegiate.—(Return.)

A catalogue or return from the *State University*, at Lincoln, has been received for 1877. From a statement in the *Educational Weekly* of July 26, 1877, it appears that a Latin preparatory school has been organized into a separate department. By this means, and by an increased thoroughness in entrance examinations, it is intended to make the work more efficient and systematic and to raise the grade of the department. It appears, also, from that and other authorities, that the board of regents will probably have to tear down and reconstruct the university building, which, although a handsome and imposing structure, costing over \$100,000, was so poorly constructed that it with difficulty been kept from falling down. The university is open to both sexes, and tuition is free to all.

Creighton College, Omaha, the buildings for which were begun in 1877, and which is now opened in 1878, is the fruit of a bequest of \$100,000 left by Mrs. Edward Creighton and a college in that city.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The only school for scientific instruction in this State is the *Agricultural College* of the *State University*. It offers 2 courses of study: a 4 years' course, which runs nearly parallel with the scientific in the academic department, and a shorter one, which may be completed in from 1 to 2 years, according to the student's advancement. Military tactics and tactics are taught. The course of instruction is both theoretical and practical.—(Catalogue of the university, 1876.)

THEOLOGICAL.

Nebraska College Divinity School, Nebraska City (Protestant Episcopal), reports 5 students, with 1 resident and 2 non-resident professors and lecturers. There are 4 years in the full course of study, and an examination is required for admission.—(Return, 1877.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Nebraska Institute for the Deaf and Dumb, at Omaha has since its organization in 1869 given instruction to 78 pupils. Its enrolment in 1877 was 55, of whom 30 were males and 25 females. The branches taught are orthography, reading, writing, arithmetic, geography, history, science of common things, and physiology; the only employment taught is printing.—(Return, 1877.)

EDUCATION OF THE BLIND.

From the Institution for the Blind, Nebraska City, still in its infancy, no report for 1877 has been received.

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

The regular annual meeting of the Nebraska State Teachers' Association convened at Fremont on the 27th of April, 1877, and continued 3 days. The attendance was good, the State superintendent and representatives from all parts of the State being present.

The address of welcome, delivered by His Honor Mayor W. A. Harlow, was responded to by President Palmer. Chancellor Fairfield, of the Nebraska State University, then delivered an able address on "Learning and labor." Among the other addresses and papers presented were an essay entitled "Progress," by Miss M. Sawyer; "Condition of education in the State," by J. M. McKenzie; "Report on a course of high school study," by Prof. W. W. Jones; "Some things Americans may learn from European schools," by Prof. W. E. Wilson; "Special education," by Dr. Curry, of the State Normal School, and "Marking and reporting," by Mrs. H. G. Wolcott. The subjects of the papers and addresses were quite generally discussed by the association, particularly the high school question, the marking system, and the means of improving education in the State.—(The Omaha High School, for April, 1877.)

COUNTY SUPERINTENDENTS' CONVENTION.

Superintendent Thompson writes that such meetings were held at Grand Island and Plattsmouth, but no account of their proceedings has reached this Bureau.

CHIEF STATE SCHOOL OFFICERS.

Hon. S. R. THOMPSON, *State superintendent of public instruction, Lincoln.*

STATE BOARD OF COMMISSIONERS.¹

[Term expires January, 1879.]

Members.	Post-off
His Excellency Silas Garber, governor	Lincoln.
Hon. Bruno Tzschuck, secretary of state	Lincoln.
Hon. S. C. McBride, treasurer	Lincoln.
Hon. George H. Roberts, attorney general	Lincoln.
Hon. F. M. Davis, commissioner of public lands	Lincoln.

¹ For the sale, lease, and management of school lands, and the investment of school funds.

NEVADA.
STATISTICAL SUMMARY.

	1874-75.	1875-76.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6-18).....	7,538	8,475	937	.....
Enrolled in public schools.....	5,082	5,521	439	.....
Average number belonging.....	3,745	4,142	397	.....
Average daily attendance.....	3,286	3,832	546	.....
Attending private schools.....	700	931	231	.....
Not attending any school.....	2,021	1,952	.....	69
SCHOOL DISTRICTS AND SCHOOLS.				
Public schools (without rate bills)....	101	83	.....	18
Public high schools.....	.....	3	.....	.....
Average time of school in days.....	168	154	.....	14
Volumes in public school libraries....	1,082	1,281	199	.....
Districts which voted a tax.....	4	7	3	.....
Districts reporting according to law..	68	72	4	.....
TEACHERS AND THEIR PAY.				
Men teaching in public schools.....	.....	36	.....	.....
Women teaching in the same.....	.....	77	.....	.....
Average monthly pay of men.....	.....	\$112 63	.....	.....
Average for women.....	.....	85 20	.....	.....
Average paid both.....	\$92 84	96 55	\$3 71	.....
INCOME AND EXPENDITURE.				
Whole receipts for public schools.....	\$188,117	\$195,535	\$7,418	.....
Whole expenditure for them.....	161,299	162,761	1,462	.....

(Report of Hon. Samuel P. Kelly, State superintendent of public instruction, for the two years indicated.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

A *State superintendent of public instruction*, elected by the people at the general election in every fourth year, beginning in 1866, has general supervision of the public schools; he is to hold institutes, to visit schools in each county annually, and to make a biennial report of the condition of instruction in the State.

Upon a *State board of education*, composed of the governor, the superintendent of public instruction, and the surveyor general, is imposed the duty of devising plans for the improvement and management of the public school funds and for the better organization of the public schools, with some supervisory power over matters connected with the school system.

LOCAL.

In each county a *county superintendent of public schools* is chosen by the people once every two years, to visit and supervise the schools of his county and report respecting them. He may appoint a deputy to transact the business of his office during his own absence, and must, in person or by deputy, attend at his office during the business hours of every Saturday for the transaction of official business.

With 2 other persons appointed by himself, he forms a *county board of examination*, to examine teachers for the public schools. This board grants certificates of first grade to persons of good character and apparent fitness to teach the studies prescribed for grammar and high schools and certificates of *sec*o to those who prove a like

character and fitness to teach the studies prescribed for primary schools, such certificates to be renewable without reëxamination to such as teach continuously and successfully in their county.

In each school district a *board of school trustees* is chosen by the voters of the district, the number of members being 3 for an ordinary district and 5 for one that polls more than fifteen hundred votes. One member out of the 3 and 2 out of the 5 must be chosen for a 4 years' term; the remainder, for a 2 years' term. In case of failure to elect trustees, the county superintendent fills the offices by appointment. The trustees have the custody of the school property of their district and of all local public school interests, with the duty of taking an annual school census and of making, through the county superintendent, an annual report of everything relating to their schools. (School law of 1877.)

ELEMENTARY INSTRUCTION.

LEGAL PROVISIONS.

The reports of the State superintendent in Nevada are only required to be presented to the governor every alternate year, in the month preceding a regular session of the legislature. As the next regular session begins January, 1879, Mr. Kelly's report for the two previous school years will not be due till December, 1878. The statistical summary preceding embodies, therefore, all the information to be had respecting the progress and condition of the schools until the appearance of the report for 1878. Meanwhile, however, some special features of the school system of the State may be gleaned from the school law of 1877, which differs little from that of 1873.

1. Books and studies are more generally prescribed than is common in the older States. The text books in all the principal studies pursued in the public schools are selected by the State board, and no school district may receive its pro rata share of public school moneys unless the text books appointed are adopted and used in all its schools. The studies, too, are to a larger extent than usual prescribed, those for all public schools being spelling, reading, writing, arithmetic, and the elements of natural philosophy and geography. For schools above the primary grades, English grammar, history of the United States, physiology, hygiene, and chemistry are added; while still beyond these, in such schools as the board of trustees may direct, come algebra, geometry, drawing, natural history and philosophy, astronomy, and the elements of book-keeping, or a selection from these. Text books, however, are not to be changed oftener than once in 4 years.

2. Teachers are encouraged to be permanent, through the permission given county boards of examiners to renew without reëxamination the certificates of such as teach successfully and continuously in the county.

3. There are explicit guards against that diversion of school moneys from their proper purposes which has sometimes caused much trouble in the older States. The law not only forbids the use for any other object of any portion of the public school funds, of moneys raised by State tax for the public schools, or of moneys appropriated to them, but it also expressly limits to the payment of qualified teachers the school moneys distributed to the various counties from the State school funds, and declares that no portion of them shall either directly or indirectly be paid for the erection of school-houses, the use of school rooms, furniture, or other contingent expenses of the schools.

4. With an explicitness not common, it is required that the salaries of teachers shall be determined by the character of the service to be rendered, and that in no district shall there be discrimination in the matter of salary as against women who are teachers.

5. Rate bills—now generally disallowed in older States—are still permitted in Nevada for the purpose of continuing beyond six months a school which has been maintained as a free school for that time; the rates are to be collected, however, only from such parents as desire to send their children after that legal time, and to be remitted, at the discretion of the board, to such as cannot afford to pay.

TRAINING OF TEACHERS.

INSTITUTES.

Provision is made in the school law for the holding of one or more teachers' institutes annually in each county, under the direction of the county superintendent, and for an annual State institute, under the direction of the State superintendent. In order to hold the former, the consent of the county commissioners must be obtained; to hold the latter, that of the State board of education.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Of the high schools reported by the State superintendent in 1876 at Elko, Virginia City, and Gold Hill, the only one respecting which information for 1877 has been

received is that at Elko, where the preparatory department of the State university affords high school training to such youth of the town and of the State as are prepared for it, and serves as a nucleus and foundation for a university in the future.

SUPERIOR INSTRUCTION.

STATE UNIVERSITY.

As may be inferred from the above, the university provided for by law, and established in its preparatory department, still awaits the fuller development which in a State with a vast territory and a sparse, unsettled population must come by slow degrees.

SPECIAL INSTRUCTION.

TRAINING OF DEAF-MUTES AND BLIND.

From the fact that a very small number of these classes belong to the population of the State, no institution for them has thus far been deemed necessary, and the few cases reported receive instruction, under the direction of the State superintendent, in the California Institution for the Deaf and Dumb and the Blind, at Berkeley.

CHIEF STATE SCHOOL OFFICER.

Hon. SAMUEL P. KELLY, *State superintendent of public instruction, Carson City.*

[Term, January, 1877, to January, 1881.]

NEW HAMPSHIRE.

STATISTICAL SUMMARY.

	1875-'76.	1876-'77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth enumerated between 5 and 15..	55,976	43,817 ^a	-----	-----
Enrolled in public schools.....	66,699	68,035	1,336	-----
Average daily attendance.....	48,857	47,921	-----	936
Average for each school.....	19.63	18.70	-----	.93
Number in higher branches.....	4,982	4,773	-----	209
Attending private schools.....	3,892	4,138	246	-----
Children between 5 and 15 not attending school.	4,156	3,890	-----	266
SCHOOL DISTRICTS AND SCHOOLS.				
Organized school districts.....	2,102	2,062	-----	40
Formed under special acts.....	41	32	-----	9
Number of schools.....	2,498	2,562	64	-----
Graded schools.....	458	424	-----	34
Town high-schools.....	18	15	-----	3
District high schools.....	21	22	1	-----
Schools, public and private, where higher English and languages are taught.	86	86	-----	-----
Schools averaging 12 scholars or less..	941	810	-----	131
Schools averaging 6 scholars or less...	290	284	-----	6
Average term of school in days.....	93.7	91.85	-----	1.85
Number of school-houses.....	2,237	2,231	-----	6
School-houses unfit for use.....	417	361	-----	56
School-houses built in the last year...	* 27	12	-----	15
School-houses without blackboard....	36	26	-----	10
School-houses with globes or outline maps.	856	699	-----	157
Estimated value of school property...	\$2,413,860	\$2,357,405	-----	\$56,455
TEACHERS AND THEIR PAY.				
Men teaching in public schools.....	553	591	38	-----
Women teaching in public schools.....	3,107	2,955	-----	152
Average monthly pay of men.....	\$41.93	\$38.37	-----	\$3.56
Average monthly pay of women.....	25.72	24.71	-----	1.01
Persons teaching for the first time....	659	601	-----	58
Teaching same school successive terms.	1,125	1,127	2	-----
Attended normal schools.....	236	295	59	-----
Towns employing such.....	115	126	11	-----
Teachers in private high schools.....	-----	174	-----	-----
INCOME AND EXPENDITURE.				
Whole receipts for schools.....	\$652,714	\$609,733	-----	\$42,981
Whole expenditure for schools.....	668,046	604,654	-----	63,392
EXPENDITURE PER CAPITA—				
Of enrolment.....	\$9.94	\$9.45	-----	\$0.49
Of average attendance.....	13.54	13.41	-----	13

^a This is the enumeration of the selectmen; it probably falls much below the real figure. A written return from the superintendent places the number at 68,035, adding, however, that the limit of age was greatly disregarded in taking the census.

^b This number, from pages 128 and 129 of the State report, appears to be that of pupils in higher private schools only.

(Thirty-first annual report, presented at the June session of 1877, by Hon. Charles A. Downs, State superintendent of public instruction.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

In the State there is a *superintendent of public instruction*, appointed by the governor for a second year. He has general charge of the interests of the school system, and is required to make an annual report to the legislature.

LOCAL.

In the townships there are elective *school committees*, respecting the number, title, terms, and powers of which a large discretion is allowed. The ordinary term contemplated in the general law is one year; the ordinary powers and duties, to examine and license teachers, to dismiss them for proven cause, to visit and inspect the schools, make rules and regulations for them, determine the text books to be used, and present to the town clerk the State superintendent's annual report. Towns may, however, by a by-law provide for the election of a *superintendent of schools*, to hold office for such term, be vested with such powers, and charged with such duties of the committee as may be provided in the law.

In the districts there are annually elected a *moderator*, to preside at the district meetings; a *clerk*, to keep record of these; and a *prudential committee*, of one to three persons, to engage teachers, provide them with board, and look after the furnishing, heating, and general comfort of the school-house.—(Digest of the school laws, 1869, and subsequent amendments.)

ELEMENTARY INSTRUCTION.

GENERAL CONDITION.

The figures of State Superintendent Downs in the statistical summary given show an increase of 1,336 in the enrolment in public schools, and a decrease of 266 in children between 5 and 15 attending no school, an increase of 64 in the number of public schools, 10 in the male teachers, and of 59 in those that have been trained in normal schools. On the whole, far all looks well; but, on the other hand, we find the average attendance smaller, 93.6, notwithstanding the increased enrolment, the number of graded schools reduced less by 34, the number of school-houses 6 less, and the number with globes and outline maps 157 less, while against the increase of 38 men teaching appears a loss of 2 women, with a loss, too, of \$3.56 in the average pay of men and \$1.01 in that of women. This reduction in salaries, like the decrease of \$42,081 in the receipts for salaries and \$56,455 in the estimated value of school property, is common in the records of the year throughout the States, and is probably only the result of the continued depression of times. But, even if it be from that alone (and much more if proceeding from a willingness to make hard times an occasion for hard bargains), the tendency is to drive away better teachers out of a profession yielding skilled labor steadily diminishing in value. The result will be watched with anxiety, for, if the better teachers should be driven away or broken in spirit by this falling off in pay, deterioration in the character of the instruction in the schools must quickly follow.

HINDRANCES TO PROGRESS.

Superintendent Downs thinks that the schools of the State were prosperous, upon the whole, during 1876-77. Town and city superintendents generally indicated this in their reports; still, all experienced difficulties in the way of the perfection they wished to reach. Among these difficulties three were particularly prominent: (1) Too many small schools, (2) too many text books, (3) irregular attendance.

As respects the first, it is admitted that a small school offers the advantage of placing the teacher nearer to each pupil and thus enables him to adapt his instruction to individual peculiarities and needs. But, on the other hand, it lacks the stimulus of the excitement and emulation which accompany numbers, and from this cause is likely to be dull. Then, too, a school of six or a dozen scholars costs as much as one of twenty or thirty need cost, unless an unusually cheap teacher is obtained, in which case the poverty of the instruction is commonly proportionate to the diminution of expense. Yet, of the 2,562 public schools reported, 1,094 had, on an average, but a few or fewer scholars. So many, therefore, were too likely to be poor schools. The remedy suggested for this evil is either a consolidation of the small school districts or a rearrangement for successive schools in several contiguous districts. The former is likely to be the better plan, as securing ampler funds, a larger and more stimulating teacher, and probably much better teaching. But, if this cannot be effected, the latter at least has the advantage of bringing together more scholars and for a longer time, though probably under different and comparatively poor teachers.

As respects multiplicity of text books, it is said that this forms a barrier to classification where the books are not uniform, two, three, or four classes being thus made necessary, where, with uniformity of books, there need be only one; while families

moving with different text books into a new neighborhood introduce a like confusion there or are put to additional expense for change of books. The remedy proposed for this is a law requiring uniformity of text books throughout the State, so that families furnished for one school or school district would be furnished for any other in the Commonwealth. And then, if the series adopted should be made unchangeable for five years from the date of introduction, much expense arising from now frequent changes might be avoided.

3. As respects irregular attendance, the returns for 1877 show that more than a quarter of the scholars were absent, on an average, every day in the year. Mr. Downs proposes two means of lessening this serious evil, which hinders progress not in the absentees alone, but often also in all the school. Where it arises from the laxity of parents in allowing children to be absent for trivial reasons, he would have teachers and school officers refuse to excuse an absence unless in every case a written and sufficient explanation of it is presented from the parent or guardian. Where it arises from wilful truancy, he would have truant officers inquire into the circumstances whenever children are found out of school.—(Report for 1876-'77.)

CITY SCHOOL SYSTEMS.

OFFICERS.

Manchester has a school committee composed of the mayor, the president of the common council, and 2 members from each ward, chosen apparently for two years each, and one-half liable to change each year; Nashua, a committee of 13 members, including the city superintendent, 4 to be chosen annually, for terms of 3 years each; Portsmouth, a board of instruction, of 12 members (one-third changed every year), divided into committees for each grade of schools. Concord, Manchester, and Nashua have city superintendents, and Manchester has a truant officer also, employed by the city for 5 days each week during the sessions of the schools.

STATISTICS.

Cities.	Popu- lation.	Children of school age.	Enrol- ment.	Average attend- ance.	Teachers.	Expend- ture.
Manchester	25,000	23,065	3,607	2,509	89	\$28,155
Nashua	11,600	22,307	2,138	1,531	48	25,083
Portsmouth	10,000	2,154	1,964	1,402	40	25,085

a Between 5 and 15 years.

ADDITIONAL PARTICULARS.

In *Manchester* the day schools are classed as high, intermediate, grammar, middle, primary, and suburban. There is also a training school with two departments, and 9 evening schools have been maintained with a total attendance of 178 pupils, who are said to have been earnestly at work and to have profited much by it. Partly through better grading, a very decided improvement is reported in the work of all the grades; this is evinced by a comparison of the examination papers of the last term with those in the bound volumes, which secured high compliments at the Centennial Exhibition. The high school, which offers 3 courses of study (a business course of 2 years, an English and French course of 4, and a classical course of 4), had in 1877 an attendance of 250 pupils, of whom 149 were girls.—(Report for 1877.)

At *Nashua* the gradation of schools is through primary, middle, and grammar divisions to the high school. There are also suburban schools, apparently ungraded. A revised course of study for the graded schools directs that the elements of writing, drawing, and city topography be taught from the first entrance into the school room; that penmanship, the geography and history of the State and of the United States, and the practical rules of arithmetic be carefully attended to during the grammar course; that single entry book-keeping be studied in the last year of the grammar school; and that the natural sciences, English literature, and the standard authors of our own language shall form an important part of the studies of the high school. This last, established on its present basis in 1868, has graduated 8 classes, making an aggregate of 110 alumni. In sustaining it, the people are agreed that its leading object is not to fit young men for college, but to qualify the young of both sexes for the varied duties of maturer years.¹ It had 144 pupils on the roll in 1877.—(Report for 1877.)

¹ The report says subsequently that while caring thus for the well being of the majority it should be clearly understood that ample attention will be given to those who desire to prepare for college. The classical course, which includes Latin, Greek, and French, will continue to be under the charge of experienced instructors, able to qualify students for any college in New England.

most the schools are classed as high, ungraded, grammar, intermediate, and The last three consist of two divisions each, and each division has two that, with a year for each class, there are twelve years' work below the ol. The master of the highest division acts as supervisor of the lower ones ard, with a view to uniformity in methods of instruction, text books, and vance of all rules. An evening school, conducted by volunteer instructors, have done good service. The ungraded schools appear to be three suburban they must be of higher class than would be indicated by either term, for the e says that they furnish some of the best scholars for the high school. This said to be accomplishing its objects perhaps better than at any previous time, place to the classics and to modern languages, while laying the foundations English education. It had in it during the year 178 pupils with an average ce of 134.—(Report for 1877.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL, PLYMOUTH.

eat aim of this school, its catalogue states, is to train teachers for their pro- and through them to effect improvements in the common schools. It includes artments, a model, a preparatory, and a distinctively normal school; the first g the scholars of the district; the second, the advanced scholars from the ool and candidates for the normal school not yet qualified to enter; the third, achers' training school, with 2 courses, one of a year and the other of 2 years. et pays the salaries of 2 teachers in the model school; tuition fees charged eparatory department make it self supporting; while in the normal school m is free. The pupils in the model school in 1876-'77 numbered 134; in the ry, 47; in the normal proper, 95, of whom 43 were graduated. hool changed its principal in 1876, Rev. H. O. Ladd, who had served since ring at the close of the summer term, and Professor Ambrose P. Kelsey, for- ncipal of a State normal school in Maine and subsequently professor in the ate Normal School, New York, coming in during the fall term to supply his Report of the trustees for 1876-'77 and of a visiting committee of the legis- the State report.)

TEACHERS' INSTITUTES.

of 1868 authorizing the holding of an annual institute in each county under tion of the State superintendent was repealed in 1874; it does not appear to retracted.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

in Superintendent Downs's report gives the statistics of 33 schools of this e of 8, however, being for 1876. The number of instructors reported is 90; e, 2,760, of whom 1,197 were boys and 1,563 girls. All but 47 were resident te. Only 1,556 are put down as "pursuing higher branches," 925 as study- languages and 356 modern languages. Eleven of the schools report libra- to 1,600 volumes, the whole number being 4,893. The average length of the ar was 34 weeks; the valuation of school property, 6 high schools not report- ,000. In the general dearth of distinct information respecting high schools ate reports, it is gratifying to get so full a statement as this.—(Report for)

PRIVATE SECONDARY SCHOOLS.

r table in the State report gives a list of 52 of these schools, with their sta- ees of 16 being for 1876. Two of the 52 are business colleges. Separating tics of these (6 teachers and 268 pupils), we have a total left of 168 teachers) pupils, of whom 2,930 were resident in New Hampshire, 2,456 "pursuing anches," 1,053 studying ancient and 605 modern languages. In 25 of these ere were libraries of 100 to 4,000 volumes, the aggregate number being he valuation of buildings, apparatus, and grounds of the whole 52 (11 not and 1 of the others reporting apparatus only) was \$675,000.—(Report for)

ther statistics of schools of this class, see Tables IV, VI, and VII of the following, and the summaries of these in the Report of the Commissioner

SUPERIOR INSTRUCTION.

DARTMOUTH COLLEGE.

lege had an attendance in 1877 of 315 students in its collegiate department, 69 were pursuing a scientific and 246 a classical course. Including the other

departments, namely, agricultural, engineering, and medical, there was a total of 65 students attending.

Students are admitted to the freshman class, without examination, from such fitting schools as have a regular and thorough course of preparation for college of at least 3 years, on the certificate of their respective principals that they have completed the course of the senior year and have regularly graduated; also, that in addition to the proper moral qualifications they have mastered the entire requisites for admission, or their equivalents, as set forth in the catalogue. The first 3 months after admission are probationary, and such students as are during that time found unfit to go on with the classes are dropped.—(Return and catalogue.)

COLLEGES FOR WOMEN.

For full statistics of such schools reporting in 1877, see Table VIII of the appendix following, and a summary of it in the Report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

Scientific instruction continues to be provided in the Agricultural and Mechanical College of the State, in the Thayer School of Engineering, and in the Chandler Scientific Department, all being departments of Dartmouth College.

The *Agricultural and Mechanical College*, organized in 1866, contemplates a new curriculum, which is to include most of the English portion of a regular college course, with such additional studies as will meet the necessities of the intelligent farmer. It is to occupy 3 years of 38 weeks each, and lead to the degree of bachelor of agricultural science. Number of students, 10.—(College catalogue, 1877-78, return, and report of president in State report.)

The *Thayer School of Civil Engineering* aims to provide an exclusively professional training for young men of ability who may desire instruction of an advanced character. The course covers two years and is essentially a graduate course. The number of students in 1877 was 4.—(Catalogue and return.)

In the *Chandler Scientific Department* the course of instruction covers 4 years and leads to the degree of S. B. Candidates for admission to it must be prepared for a complete examination in reading, spelling, penmanship, English grammar, arithmetic, physical and political geography, physiology, American history, Olney's School Algebra, or an equivalent, and plane geometry. Number of students, 69 in the fall term of 1877, of whom 12 were in the first class, 23 in the second, 19 in the third, and 15 in the fourth.—(Catalogue and return.)

MEDICAL.

The *New Hampshire Medical Institution*, a department of Dartmouth College, had an attendance in 1877 of 96 students, of whom 20 had already received a degree in letters or science. The course for graduation is the usual one of 3 years' medical study under the direction of some regular practitioner, including two courses of lectures. An examination for admission is required of all who are not graduates of some reputable college, academy, or high school.—(Catalogue.)

SPECIAL INSTRUCTION.

TRAINING OF THE DEAF AND DUMB AND THE BLIND.

New Hampshire, like some other Commonwealths, avails herself of the advantages provided for instruction of these unfortunates in neighboring States.

REFORMATORY TRAINING.

In the State Reform School, Manchester, which has departments for both boys and girls, there were in May, 1877, 112 inmates receiving instruction in the elements of a common school training and in the practice of such industries as might prepare them for useful labor and eventual self support.

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

The twenty-fourth annual session of the State Teachers' Association opened at Dover, October 11, 1877, and continued two days.

The following appear to have been the chief subjects presented and discussed during the meeting: "The importance of thorough instruction in first principles," by Professor Quimby, of Dartmouth College; "The elements of expression," by Prof. M. T. Brown, of Tufts College, Mass., with illustrative readings; "The common school," by Hon. J. W. Patterson, of Hanover, reviewing the history of schools up to the present

ring the German and American systems, and claiming that the grand cure-ables and the chief security of republican institutions must be found in a school training for our youth; "How to teach spelling," by M. C. Hyde, Lin High School, Salmon Falls; "The study of government in our schools," of the Dover High School; "Teaching as a profession," by E. W. Westmanon High School; "A phonetic or universal alphabet," by L. A. Butter-ton, in the paper presenting which was given an interesting explanation of system of visible speech; "Object exercises in elementary instruction," a H. Merrill, of Franklin Falls; "The teacher a student," by Principal A. of Phillips Exeter Academy; and "The science of education," by Prof. A.

Dartmouth, in which was advocated thorough education in all branches, government included, rather than special instruction in a few, which may rowness and fanaticism. This last—an admirable paper—is given in full report, and will well repay perusal. Of four others there is also either a r an abstract.

ond day, Principal Kelsey, of the State Normal School, gave a review of plans, and work, and at the evening session State Superintendent Charles oke on "The educational outlook in New Hampshire," in which he said houses, methods of instruction, course of study, text books, teachers, arce of what they were a quarter of a century ago, but he seemed to think he conflicting claims of various theories as to principles and methods of it is impossible to predict what the future educational condition may be.—t and New-England Journal of Education, October 25, 1877.)

OBITUARY RECORD.

EX-PRESIDENT ASA DODGE SMITH, D. D., LL. D.

, who died August 16, 1877, at Hanover, N. H., was born at Amherst, in ate, September 21, 1804. Consecrating himself early to the ministry, he reparation at 17, and entered Dartmouth College in 1826. He took high alike for scholarship and character, and was graduated with distinction in ted principal of the Limerick Academy, Maine, soon after taking his degree, ith great success for a year, and then entered the Theological Seminary Mass. Completing there his studies for the ministry, in 1834 he accepted a fourteenth Street Presbyterian Church in the city of New York, and con-connection with it during an eminently useful pastorate of nearly thirty le in this church he lectured for some time at the Union Theological Sem-ublished, among other things, a volume of Letters to a Young Student, oir of Mrs. Louisa Adams Leavitt, 1843; and a Discourse on the Life and 'Rev. Charles Hall, D. D., 1854, besides many articles in the American Theo-ew, Biblical Repository, and New-England Journal of Education. The ity shown in these works, as well as in his lectures and pulpit discourses, h his high character as a successful mover of the minds of men, induced of Williams College to make him a doctor of divinity in 1849,¹ and led Dart-ge to recall him as president on the retirement of President Lord in 1863. on this honorable office in the fulness of a vigorous and ripened manhood, le work in it for thirteen years, adding largely to the departments of the easing its endowment, gathering round it hosts of friends, and exerting st and happiest influence upon students and faculty. Devoting himself ly to his labors, his health at length gave way beneath the strain, and part of 1876 he offered the trustees his resignation. They at first declined , hoping that temporary rest might recruit his strength; but the steady disease at last compelled acquiescence in his wishes, and, lingering only t to see his successor installed, he passed peacefully away as the summer g toward its close, leaving behind him the enviable reputation of having the best of the New England college presidents.—(Funeral discourse by Voyce, and notices in Allibone's Dictionary, New York Tribune of August e Dartmouth, and New-England Journal of Education of August 23, 1877.)

ALPHEUS BENNING CROSBY, A. M., M. D.

Crosby, professor of Dartmouth Medical College, died at Hanover, August . Crosby was born at Gilmanton, February 22, 1832. His father, the late , M. D., LL. D., was for many years a distinguished professor in the medical of Dartmouth College, while his grandfather, Dr. Asa Crosby, was a physician of Sandwich, N. H. In literary ability and in the profession of he Crosby family has been one of the most remarkable in the country. us Crosby, the noted Greek scholar and professor at Dartmouth, the late as R. Crosby, of the same college, the late Dr. Josiah Crosby, of Manchester,

University of the City of New York followed this with the degree of LL. D. in 1834.

and Judge Nathan Crosby of Lowell, were uncles of the subject of this sketch. The deceased was graduated at Dartmouth in 1853, studied medicine with his father and in New York, received the degree of doctor of medicine at the Dartmouth Medical College in 1856, and then began the practice of medicine at Hanover, doing also much service by lecturing at teachers' institutes on physiology and hygiene. On the breaking out of the civil war he entered the service as surgeon, and attained the rank of brigade surgeon and medical director. He resigned in 1862, in the fall of which year he was made associate professor of surgery at the Dartmouth Medical College, and in 1871 was constituted professor, as the successor of his illustrious father. In the mean time he had been appointed professor of surgery in the medical department of the University of Vermont, and also chosen professor of surgery in the University of Michigan; subsequently he was given the same chair at the Long Island Hospital College, and also made professor of anatomy at the Bellevue Hospital College in New York City. At 38 years of age he thus enjoyed the rare distinction of filling at one time important chairs in five leading medical institutions.

Dr. Crosby was a very skilful physician and a faithful instructor. Of fine presence, genial and courteous manners, an active member of the church, an accepted man, with a character bearing the stamp of the purest knightly honor, his name will be transmitted as one of the noblest in the profession of medicine in America. The deceased was married to Miss Mildred Grassell Smith, at Baltimore, Md., July 26, 1868, and several children were born to them.—(*Independent Statesman*, Concord, August 16, 1877, and *Recollections* by Professor Sanborn in *The Dartmouth* of October 4, 1877.)

HON. JOHN CONANT.

This generous benefactor of the educational institutions of New Hampshire, born at Stow, Mass., in 1790, died April 7, 1877, at his home in Jaffrey, N. H. With scanty advantages for early literary training, by persevering study, he mastered the main elements of the best school courses, became a writer for the public journals, a lecturer on temperance and agriculture, and a representative of his town in the State legislature from 1834 to 1836. Accumulating wealth by industry and economy, he dispensed it liberally for the furtherance of education, giving \$12,000 to the academy at New London, Merrimac County, \$7,000 to the public schools of Jaffrey, and about \$70,000 to the State Agricultural College at Hanover, besides many noble donations for religious and benevolent objects in the State.—(*The Dartmouth*, April 19, 1877.)

CHIEF STATE SCHOOL OFFICER.

HON. CHARLES A. DOWNS, *State superintendent of public instruction, Concord.*

[Term, 1876-1878.]

NEW JERSEY.

STATISTICAL SUMMARY.

	1875-'76.	1876-'77.	Increase.	Decrease.
ENROLLMENT AND ATTENDANCE.				
Population of age (5-18)	314, 826	318, 378	3, 552	.....
Enrollment in public schools	196, 252	198, 709	2, 457	.....
Attendance in such schools	103, 520	107, 961	4, 441	.....
Enrollment in private schools	41, 964	42, 208	244	.....
Attendance in private school	73, 733	72, 389	.....	1, 344
TRUSTEES AND SCHOOLS.				
Trustees	1, 368	1, 367	.....	1
Salaries	1, 532	1, 546	14	.....
Members	3, 046	3, 081	35	.....
Enrollment in public schools	179, 711	182, 312	2, 601	.....
Enrollment in private schools	235	198	.....	37
Some church influence	103	88	.....	15
Days of school in days	192	184	.....	8
Value of public school	\$6, 449, 516	\$6, 518, 504	\$68, 988	.....
TEACHERS AND THEIR PAY.				
Teachers in public schools	978	954	.....	24
Salaries in public schools	2, 306	2, 356	50	.....
Salaries paid in the year	2, 122	2, 012	.....	110
Daily pay of men	\$66 42	\$63 78	.....	\$2 64
Daily pay of women	37 39	37 04	.....	35
EXPENDITURE AND EXPENDITURE.				
Salaries for public schools	\$2, 154, 416	\$2, 079, 907	.....	\$74, 509
Literature upon them	2, 154, 416	1, 929, 902	.....	224, 514
SCHOOL FUND.				
Available fund	\$1, 618, 633	\$1, 650, 350	\$31, 717	.....

State Superintendent Ellis A. Apgar for the two years indicated, with the same for income, expenditure, and school fund.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

Board of education, composed of the trustees of the State school fund,¹ and the treasurer of the State Normal School, has by law "the general supervision of public instruction," with the duty of considering the necessities of the same and of recommending to the legislature such additions and amendments as may be deemed necessary to perfect the school system.

Superintendent of public instruction is chosen every third year by this board as its secretary and executive school officer, reporting to it in December of

Board of examiners, consisting of the State superintendent and the principal of the State Normal School, has the duty of examining teachers who desire certificates to teach in the State and of licensing such as it may approve.

¹ *Members of the school fund* are the governor, the president of the senate, the speaker of the assembly, the attorney general, the secretary of state, and the comptroller.

LOCAL.

A county superintendent for each county is appointed every third year by the State board of education to supervise the public schools and make report of them to the State superintendent by October 1 every year. The appointment is subject to the approval of the county board of chosen freeholders, but, if not objected to within one month, holds without further action.

A county board of examiners for each county is formed of the county superintendent and one, two, or three teachers holding first grade certificates, selected by him, to examine and license teachers for the county schools.

City boards of examiners, to test the qualifications of teachers for the city schools, are composed of such members as the city boards of education may select.

Boards of trustees for districts are chosen by the voters of each school district; consist of 3 members elected for 3 year terms, one to be changed each year. (To the boards women are eligible.) They have charge of the schools of their districts, make through their clerk, an annual school census, and report annually to the county superintendent. The district trustees constitute in each township a township board of trustees which meets the county superintendent at such times as he may appoint, to hear from him suggestions as to the management of the schools and submit to him questions for advice or opinion.—(New Jersey School Law, revision of 1874, with amendments and later laws.)

* ELEMENTARY INSTRUCTION.

GENERAL CONDITION.

Continued progress is evident from almost every item of the State report. The increase of school population is very nearly overtaken by the increased enrolment in public and private schools, while the increase of average attendance goes considerably beyond it, and the number attending no school is reported to be 1,344 less than in 1876. The number of school buildings, too, is greater by 14; of school departments, by 35; of sittings for pupils, by 2,601; of teachers, by 26; and the quality of this last increase is worth more than the mere number would indicate, the teachers licensed during the year past having been subjected to a more searching examination than ever before, and the standard for successfully passing the examination having been proportionately raised. Poorer teachers have thus been largely thrown out and better ones brought forward, so that the average teaching is likely to be very much improved. The only apparent retrogression is in a direction which has affected all the States, the depression of business having considerably diminished the receipts both for school buildings and for the support of schools. The result here, as elsewhere, has been a shortening of the average school term and a painful reduction in the pay of teachers, men getting \$2.64 a month less on an average than in the preceding year and women 35 cents less. Good school-houses, too, probably from deferring improvements and repairs, are reported 26 less, while poor and very poor ones number 5 more. This, however, cannot last long in a State so favorably situated as New Jersey, and a steady rise in the value of its property is likely, with probable abundance hereafter of the means required for the support of schools. Indeed, all that is wanted, even now, to remove every ordinary obstacle to full success is a small local tax in every school district to supplement the allowance from the State, such local tax for school support having been raised in 1877 by only 273 districts out of 1,367, and for school buildings and repairs by only 373.

FREE AND UNIFORM TEXT BOOKS.

Superintendent Apgar refers with satisfaction to the fact that in 157 districts children are supplied with text books paid for by a district tax, and gives these reasons in favor of generally following their example: (1) That greater cheapness in supplying books can thus be easily secured, the wholesale purchase of them by a district inducing publishers to offer a discount of 50 per cent. from the prices individuals pay; (2) that greater permanence results from the same thing, the books, when purchased by the district, remaining in use till they are worn out, and the too frequent changes of them often urged by teachers being measurably prevented; (3) that time is thus saved to the children in their work, a pupil entering school being furnished with whatever books he needs, so that he may immediately begin his studies. Of course a uniformity of books is also the fruit of such supply by the school district, and is a great aid to uniformity of progress.

But while thus advocating district supply of books, with its consequent district uniformity, Mr. Apgar, unlike the superintendent in New Hampshire, does not favor a compulsory State uniformity. He admits that it has advantages, but thinks the policy objectionable, because it places too great a responsibility in the hands of the individual or the commission authorized to select the books for introduction, and necessarily renders practically valueless an immense number of whatever books have been in use. The chief argument in favor of State uniformity, moreover—that children moving from one district to another will not be required to purchase new text books—fails.

there is public ownership of books in the districts; for then, whatever diversity of books there might be, a child going into a new district finds, on entering school, a full supply of means for study without any immediate expense.—(Report for 1876-77.)

A GOOD SUGGESTION.

In view of the value of a knowledge of the natural sciences, and of the growing demand for such knowledge, Superintendent Apgar recommends that each school provide itself with a collection of objects illustrative of the botany and zoölogy of the region immediately around it. He says that within the bounds of many districts in the State 1,000 different insects, 500 species of plants, 200 species of birds, 20 different minerals, 30 species of fish, 20 different mammals, 20 different reptiles, and as many different batrachians may be found. A collection of one-half of these, he thinks, might easily be secured through the united efforts of teacher, pupils, and friends, while the effort to secure, preserve, and mount them would at once develop a considerable amount of latent intelligence on such points, help greatly to increase it, and lay the foundation for a series of collections that would be invaluable for future study of local natural history.—(Report for 1876-77.)

Of course, mineralogical and geological specimens might also be collected, and, in the hands of a trained teacher, a cabinet of great interest would be the result. The suggestion is worthy of wider notice than in New Jersey only, and might well be acted in any State.

KINDERGÄRTEN.

Thirteen of these schools for the young make more or less full report for 1877—1 of Camden, 1 at Carlstadt, 1 at Englewood, 1 at Hackensack, 4 at Hoboken, 1 at Metairie, 1 at Morristown, and 3 at Newark. The first mentioned presents no statistics, only reporting its transfer to new hands. The others give a total of 22 teachers and 467 children in more or less regular attendance for the year. For full particulars respecting each school, see Table V of the appendix following.

CITY SCHOOL SYSTEMS.

OFFICERS.

There being no general State law for the election and organization of boards of education in cities, such boards are formed in each city under special laws. They appear to be usually composed of 2 members for each ward or aldermanic district, chosen for terms of 2 years, one-half going out each year. In all the cities there are superintendents of the city schools, chosen, it is believed, by the city boards for terms of 1 to 3 years.

STATISTICS.

Cities.	Estimated population.	Children of school age.	Enrolment.	Average attendance.	Teachers.	Expenditure.
Camden	40,000	11,383	7,387	4,017	163	.....
Elizabeth	25,000	6,984	3,293	2,033	49	\$37,869
Hoboken	33,000	8,771	4,351	2,064	60	.....
Jersey City	120,000	37,482	18,676	10,899	236	222,550
Newark	130,000	37,205	17,517	11,129	245	.....
Paterson	18,000	5,496	2,511	1,759	42	40,806
Ramapo	11,300	3,513	1,413	983	30	23,091
Union	39,500	13,193	8,446	4,374	101	75,254
Weston	26,000	9,356	3,569	2,272	65	44,463

NOTE.—The figures here given, except for population and expenditure, are taken for the sake of uniformity from the tables in the State report for 1876-77. They differ slightly in some cases from both tabular reports and written returns which seem to cover the same period.

ADDITIONAL PARTICULARS.

Camden reports to the State superintendent a material advancement in the grade of studies, 3 new school buildings, a thorough repair of others, and a degree of discipline, order, and success in study which has been alike gratifying to teacher, parent, and pupil. It has a normal class for special preparation of its own teachers. Elizabeth, classing its schools as primary, grammar, and high, had in 1876-77 each three different schools divided into these departments, 3 other schools appearing to have been unclassified. There were also 2 evening schools maintained in the winter of that year, enrolling 523 pupils, with an average attendance of 154. The cost of these was \$1,265.—(Report of board of education.) Jersey City has been hindered in its school work by lack of accommodation for its pupils, the youth of school age increasing much faster than the school buildings. In consequence of this, great numbers of children have to be turned away from

the doors of its schools, while the attendance reported is said, by the superintendent, to be secured by frequent crowding in of at least 1,000 more than the school comfortably seat. This is the more to be regretted because, according to the county superintendent's statement, the public schools have been gaining on the private ones, and because a church school, with about six hundred pupils, was discontinued that the children might attend the public schools. The figures in a separately published report differ from those in the State report as follows: Total enrollment, 20,876; average attendance, 11,126; teachers, 290. The course of instruction, a modification of what has been in use for several years, was adopted in the autumn of 1875, and made obligatory in 1876. It adds much to the amount of oral instruction required, especially in object teaching, and extends through 6 primary and 6 grammar grades, besides the 3 classes of the high school. Elementary science is taught orally throughout. The evening schools, which the board has been wont to maintain for 18 weeks from the second Monday in October, had to be remitted for the year past from insufficiency of funds. A Saturday normal class, for the preparation of teachers for the city schools has, however, been continued as in previous years, and with apparently increased efficiency. The city high school is also utilized for the same purpose, and a special training department, for such pupils as desire to become teachers, was added during the year.—(Annual report of the board of directors of education and of Superintendent Dickinson for 1876-77.)

Newark, through the retiring superintendent, George B. Sears, reported for 1876-77 some addition to its school accommodations, but still a want of further room. More than 200 pupils were promoted, on examination, from the grammar schools to the high school, and the graduating class from it was the largest thus far. The Saturday normal school also graduated a large class. Professor Smith's system of industrial drawing, under a special teacher, was introduced, and the city schools are reported to be in a generally prosperous condition.

New Brunswick, in a separately published report, gives figures differing from those in the State report, as follows: Enrolled, 2,604; average attendance, 1,733. It also reports the systematic study of Professor Walter Smith's industrial drawing, for the first time, in all the departments; the opening of an evening school for males, with a total enrolment of 141 and an average attendance of 81, at a cost of \$366; and the attendance on the schools so generally good that sometimes the record at the close of the month has been "every one present every day."

In Orange, unusual attention to vocal music under a special teacher, with daily practice under the regular teachers, is said to have resulted, even in the primary grades, in ability to read and sing exercises at sight, while in the higher grades four and even five part music is sung in a manner that would be creditable to adult choirs.—(Report of Superintendent U. W. Cutts.)

Paterson maintained for the year ending March 20, 1877, primary, grammar, high, normal, and evening schools, 24 in all, giving greater attention than previously to oral and object teaching. Habits of observation have thus been stimulated, and accuracy in expression has been cultivated in even the youngest pupils. A system of monthly examinations has been continued throughout the year, and is said to have been a great incentive to close application and thorough training. As one result, 63 out of 73 candidates for admission to the high school during the year were successful. A normal class in the high school furnished some good substitute teachers, but it did not prove, on the whole, a success. The Saturday normal school, with 4 teachers, enrolled 20 teachers as pupils, besides 25 candidates for the position of teacher, 1 of whom was graduated.—(City report for 1876-77.)

Trenton makes no report of its school system beyond the figures included in the table, which show a small enrolment for such a number of children of school age.

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL, TRENTON.

The State normal school reports an attendance during the year 1876-77 of 261 students, 54 men and 207 women; average attendance, 208. There are 2 courses of instruction, one extending through 2 and the other through 3 years. Of the 37 students graduated in 1877, only 8 were from the short elementary course, the remaining 29 having completed the 3 years' course. Five of the 37 were men and 32 women. A model school connected with the institution furnishes the pupils of the normal school opportunities for both observation and practice in teaching; it had an average attendance of 309.—(Catalogue, 1876-77.)

An inquiry extending back for several years showed some time ago that 98 per cent. of the graduates of the school entered upon the work for which they had prepared themselves. Another, instituted by Superintendent Apgar, shows that on an average the graduates teach at least four and a half years, and that those who have spent some time in the school, without graduating, teach for an average of two and a half years. The pledge given to the State by the pupils, that for the free tuition granted them they will teach at least 2 years in the State schools, is thus proved to be more than fully

learned, the graduates, as a rule, teaching more than twice as long as they have aided themselves for, and the undergraduates, as a rule, 6 months beyond the id.—(State report, 1876-77.)

OTHER NORMAL TRAINING.

Besides the training at the Normal School in Trenton and at the Farnum Preparatory School, in Beverly, which is its specially recognized feeder, several of the cities of the State have organized normal classes for fuller instruction of their junior teachers methods of instruction, discipline, and management. These classes appear to have been open also to persons not already teachers who desired to qualify themselves for teaching. In Gloucester County a similar class has been formed by the county superintendent, holding its sessions on the first Saturday of each month and having an average of 30 teachers in attendance. In Burlington County, the teachers themselves organized a class, elected the county superintendent as its teacher, and, entering upon systematic study, are reported by him to have made such progress through monthly meetings that even in so abstruse a matter as the calculus "there is no shape or combination of the ten functions, however complex, * * * that can command * * * proficiency on the part of the members of the association." In 3 other counties kindred organizations have been formed, meeting monthly or every two months, for the purpose of increasing the usefulness and efficiency as teachers of their promoters.

TEACHERS' INSTITUTES.

In addition to the above-mentioned voluntary gatherings and normal classes, normal institutes, which all the teachers are expected to attend, have been held in every county of the State save one, each being a sort of training school as to subjects and methods of school work. At most of these the State superintendent appears to have been present as one of the instructors, with aids from other States; and from the enthusiastic manner in which the meetings are noticed in the county superintendents' reports, it is evident that they must have done good service.

SCHOOL JOURNAL.

The New Jersey Public School Journal, Bloomfield, persevered during 1877 in its useful monthly issues, but with comparatively scanty patronage in the face of the age rivalry of older journals.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Schools of this class exist at Beverly, Elizabeth, Hoboken, Jersey City, Newark, New Brunswick, Orange, Passaic, Paterson, Phillipsburg, Rahway, Trenton, and Vineland, while studies of high school grade appear to be prosecuted in the senior departments of other places. Information from all these places except Hoboken indicates an enrollment of 1,861 in these high schools, with an average attendance of 1,475, under 66 teachers, while in high school departments in Essex County were 169 pupils more. In places 154 high school pupils were graduated.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory schools or colleges, see Tables IV, VI, and VII of the appendix following, and the summaries of these in the Report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES.

The colleges in this State are the College of New Jersey, Princeton; Rutgers College, New Brunswick; St. Benedict's College, Newark; and Seton Hall College, South Orange. Burlington College, still so called, remains only a preparatory school. For statistics of reporting colleges, see Table IX of the appendix following, and a summary of it in the Report of the Commissioner preceding.

The College of New Jersey, enrolling pupils from 26 States, 3 Territories, and 6 foreign countries, has the usual entrance examinations of the best colleges, and offers to those who successfully pass these examinations a course embracing literature, science, and philosophy. In literature, with the usual Latin, Greek, French, and German, Sanskrit is also prosecuted to some extent, and courses in Anglo-Saxon and early English are proposed for 1878-79. Special attention is given in this department to the continental and English languages and to the writings of the best authors in each. In science, work in the museum, laboratory, and observatory is continually singled with the instructions of the lecture and recitation rooms. The means of illustration in these lines have been recently much enlarged through the collections made by a scientific expedition of professors and students which went to Colorado in the summer of 1877, and through the erection of a new and well equipped astronomical observatory. In philosophy, the lectures and recitations embrace the historical,

ethical, social, and political aspects of the subjects presented, the relations of science and religion receiving special discussion.

Since 1869, a choice of studies has been allowed within strictly defined limits. **T** years' study of classics and mathematics is required of all; and encouragements **a** held out by elective courses to the continuance of the study of these during the **who** 4 years. For the first 2 years all take the same course. At the close of the **second** there is a rigid examination, and those who pass it are at liberty to make a **selectio** of a portion of the studies for the remainder of the course.

Graduate courses of study were established experimentally in 1877. They are **to be** more fully organized in 1878, and will embrace instruction in philology, philosophy, and science.

The system of fellowships for specially successful and deserving students, detailed in the Reports of the Commissioner of Education for 1875 and 1876, is still continued, affording the students chosen an opportunity for a year of extra study beyond the collegiate course, under the direction of the faculty, in certain designated lines.

There was an attendance, in all departments of the college, of 496, of whom 49 were scientific and 44 graduate students.—(Catalogue for 1877-78.)

Rutgers College has a similar arrangement of obligatory studies up to the close of the sophomore year. These are intended to be of such a character as to be equally useful, whatever subsequent profession or career be chosen. During the junior and senior years some subjects are required of all regular students, while several others are made elective.

The number of students here in 1877 was 173, of whom 41 were scientific.—(Return and catalogue.)

COLLEGES FOR WOMEN.

Three institutions for the superior instruction of women, in this State, report statistics, for which see Table VIII of the appendix following, and a summary of it in the Report of the Commissioner preceding. Only one of these institutions is chartered; all teach music, drawing, painting, French, and German. Two report apparatus for the illustration of chemistry and physics; 1, a cabinet of natural history; 1, a gymnasium; all report libraries, 2 with 1,000 and 1 with 500 volumes.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

Scientific instruction is provided at Rutgers Scientific School, a department of Rutgers College; at the Stevens Institute of Technology, Hoboken, and at the John C. Green School of Science, a department of Princeton College.

Rutgers Scientific School, which is also the State College of Agriculture and the Mechanic Arts, offers 3 distinct lines of study: (1) Civil engineering and mechanics, (2) chemistry as connected with agriculture, and (3) chemistry in its general theory and practice. The regular course covers 4 years, but special students are received and allowed to take any part of it. According to the law, a certain number of students from each county are admitted free of charge for tuition. There were 41 regular students in 1877, besides 5 in special or partial courses.—(Catalogue and return.)

The *Stevens Institute of Technology* aims to fit young men of ability for leading positions as mechanical engineers and for other scientific pursuits. Instruction is given in the elementary and advanced branches of mathematics and their application to mechanical constructions, in chemistry, physics, mechanical drawing, and engineering, belles lettres, and the French and German languages. The number of students attending was 87.—(Catalogue and return.)

The *John C. Green Scientific School* was established to give a thorough training in general science and art, with a liberal education in certain academic studies. Provision is also made for the special pursuit of certain studies of the general course and of the professional courses of civil engineering and architecture. There are two courses in general science, an undergraduate one of 4 years, leading to the degree of bachelor of science, and a graduate course leading to that of master of science.—(Catalogue of the College of New Jersey, 1877-78.)

For full statistics of scientific schools, see Table X of the appendix, and a summary of it in the Commissioner's Report preceding.

THEOLOGICAL.

The institutions for instruction in theology are the *Drew Theological Seminary*, Madison (Methodist Episcopal), the *German Theological School of Newark, N. J.*, Bloomfield (Presbyterian), the *Theological Seminary of the Reformed (Dutch) Church in America*, New Brunswick, and the *Theological Seminary of the Presbyterian Church*, Princeton. In all these, the regular course of instruction in theology covers 3 years. An examination is required of all applicants for admission who are not college graduates in all except the *German Theological School of Newark, N. J.*, at Bloomfield, where there is pro

In addition to the theological, a preparatory, or academic, course of instruction of 3 years.

Statistics of these schools, see Table XI of the appendix, and the summary in the Commissioner's Report preceding.

SPECIAL INSTRUCTION.

INSTRUCTION OF THE DEAF AND DUMB, OF THE BLIND, AND OF THE FEEBLE-MINDED.

Mr. Bedle, in his annual message to the legislature relating to 1877, says that the practice of educating pupils of these classes in the institutions of neighboring States continued, this method being found both economical to the State and advantageous to the pupils. The number of pupils and cost for the year were: 107 deaf and dumb, \$30,368; 47 blind, \$12,490; 32 feeble-minded, \$7,969.

REFORMATORY AND INDUSTRIAL TRAINING.

The *State Industrial School for Girls*, Trenton, had committed to it for the year ending December, 1877, 20 new pupils, making, with those in the school at the date of the preceding annual report, 53. Of these, 14 were indentured, 12 discharged, and 1 died.

The progress of the girls in the several branches of literary and industrial instruction pursued is said to have been satisfactory, and the reports from those indentured tend to the belief that five-sixths of those who have been subjected to the training of the school since its opening are now leading moral and useful lives.—(Catalogue.)

The *New Jersey State Reform School*, for juvenile delinquents, Jamesburg, possessing a considerable amount of land, has most of its farm labor, as well as that of the household, performed by the boys committed to it. Training in gardening, tailoring, carpentering, and other manual industries is also combined with instruction in morals and the prime elements of the common school studies. At the close of 1876 there were 4 boys remaining in the institution, the buildings of which are understood to have been since destroyed by fire.

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

The State Teachers' Association met at New Brunswick, N. J., August 28-29, 1877. The members were welcomed to the city by Professor Atherton, of Rutgers College. Mr. Haynes, of Newark, responded, briefly reviewing the history of the association. The president delivered his address on "The men the times demand;" Mr. F. J. Mearns, superintendent of schools for Camden County, read an essay on a "Course of study for district schools;" Mr. W. R. Martin, of Jersey City, a paper on "The teaching of English grammar;" and Mr. A. C. Apgar, one on "School museums." In the evening Rev. J. E. Forrester, D. D., of Newark, delivered a lecture on "Modern education." On the following day papers were read on "School management," by Mr. Tenney, of East Orange; on "Industrial drawing," by Mr. J. F. Street; on "Metric system," by State Superintendent E. A. Apgar; and on "Geometry in our schools," by Mr. Corkery, of South Amboy. One on "The relation of the Kindergarten to the common schools," by Miss Kate French, was read, in her absence, by Albert W. Prentiss. After discussion of some of the subjects presented, in which several resolutions were adopted and the association adjourned.—(*New Jersey Public School Journal*, October, 1877.)

STATE ASSOCIATION OF SCHOOL SUPERINTENDENTS.

Meetings of this body, which is composed of all the county and city superintendents of the State under the presidency of the State superintendent, are required by law to be held annually, and are doubtless so held, although no notice of them appears.

OBITUARY RECORD.

SUPERINTENDENT GEORGE B. SEARS.

Mr. Sears, a gentleman, who had been for 19 years the executive officer of the board of education in Newark and had brought the school system of that city up to a high degree of efficiency, died there November 17, 1877. When he resigned his position in the summer preceding, the school authorities testified their respect and regard for him, and resolutions both of the school board and of the city association of school principals were passed after his death, speak of him and of his work in terms of the highest commendation.

CHIEF STATE SCHOOL OFFICERS.

Superintendent GEORGE B. McCLELLAN, *ex officio* president of the State board of education, Trenton.
ELLIS A. AFOAR, *State superintendent of public instruction, ex officio* secretary, Trenton.

NEW YORK.

STATISTICAL SUMMARY.

	1875-76.	1876-77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-21).....	1,585,601	1,586,234	633	.....
Enrolled in public schools.....	1,067,199	1,023,715	.....	43,484
Average daily attendance.....	541,610	559,537	17,927	.....
SCHOOL DISTRICTS AND SCHOOLS.				
School districts in the State.....	11,285	11,287	2	.....
Public school-houses.....	11,824	11,833	9	.....
Average time of school in days.....	175½	178¼	3	.....
Estimated value of school property....	\$31,017,904	\$30,386,248	.....	\$631,656
TEACHERS AND THEIR PAY.				
Men teaching in the public schools...	7,687	7,850	163	.....
Women teaching in the same.....	22,522	22,311	.....	211
Whole number of teachers employed..	30,209	30,161	.....	48
Average annual salary.....	\$411 83	\$401 04	.....	\$10 79
Average weekly pay.....	11 73	11 23	.....	50
INCOME AND EXPENDITURE.				
Whole receipts for State schools ^b	\$12,673,273	\$12,110,904	.....	\$562,369
Whole expenditure for them.....	11,439,039	10,976,235	.....	462,804
Remaining on hand.....	1,234,234	1,134,669	.....	99,565
STATE SCHOOL FUND.				
Whole available State fund.....	\$3,105,107	\$3,130,763	\$25,656	.....

^a This large decrease is apparent only; it arises from the fact that in New York City children who attended two different schools in the same year have heretofore been enumerated twice instead of once, as at present. The attendance is really larger than ever before.

(Reports of Hon. Neil Gilmour, State superintendent of public instruction, for the two years indicated. The receipts for school purposes in both years include amounts remaining on hand from preceding years. The expenditures given are exclusive of such amounts. Other figures, from written returns, may be found in Table I of the appendix to this report.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

For the supervision of common schools throughout the State, there is a *superintendent of public instruction*, elected by the legislature every three years, with a deputy superintendent appointed by him.

For oversight of academies, academical departments of union free schools, literary and medical colleges, in addition to the above officers, there is a *board of regents of the university*, all the colleges chartered by the State being considered a portion of such university and all the academies and high schools preparatory departments of it. This board consists of 19 members chosen by the legislature for life service, with the governor, lieutenant governor, secretary of state, and superintendent of public instruction as members ex officio.

LOCAL.

For supervision of public schools in minor sections of the State, there are (1) *school commissioners of commissioner districts*, elected triennially by the people to supervise the public education of counties or parts of counties; (2) in cities, *boards of school commissioners, of education, or of public instruction*, usually chosen by the people for terms of *three years each*, with annual change of one-third of the members, and having ordi-

city superintendents for steady supervision and visitation of schools; (3) *district officers*, chosen by the voters of the school districts into which townships are generally divided, and consisting either of a single trustee chosen for a year's service or of such chosen for terms of three years, with change of one member every year, and a clerk, a collector, and a librarian, elected by the district each year. Union school districts choose 3 to 9 trustees, one-third changeable annually.—(School law, of 1877.)

ELEMENTARY INSTRUCTION.

GENERAL CONDITION.

The statistics show a very slight increase, only 633, in the reported number of children of school age; an apparent decrease in the public school enrolment (due to a proper care in computing the enrolment in New York City from the plan heretofore adopted), an average attendance greater by 17,927. Notwithstanding the apparent decrease of enrolment mentioned, the State superintendent says that the enrolment was really greater in 1877 than ever before. These figures are creditable to the schools; for, while they indicate that there has been a temporary arrest of the past large increase of school population, they tend to show that teachers and school boards have been able to awaken greater interest than heretofore in those who have come under their influence, and to hold them more steadily and regularly to their work. In other things no material change appears, beyond the falling off in teachers' wages and in the receipts and expenditures for schools, decrease in respect to both which has been common throughout the country. The number of teachers employed was somewhat smaller in 1877 than in the preceding year, but the number continued in their places throughout the legal school year was larger by 396; and, as frequent change is the great bane of schools, increasing permanence is a favorable sign. In the face of strong movements on the part of the State superintendent and the State Teachers' Association to have a town-school system substituted for the present district system, the latter, a great source of inconvenience and abuse, with few exceptions, still retains its hold throughout the State.

The private schools reported show a great falling off in their enrolment, the number in 1876-77 having been 117,154 against 134,404 in the preceding year, a difference of 17,250. The academies, too, numbered 656 fewer pupils and the normal schools 152 less in 1875-76. All this indicates the continued pressure of hard times, consequent forced economy in all expenditure, and probably frequent changes of population from place to place, leading to the withdrawal of many pupils from the schools. The number of Indian children residing on reservations in the State was 1,646, or 28 less than in 1875-76; the number in schools, 1,099, or 18 less; the average attendance, 9 or 9 more.—(State report.)

TEACHING OF DRAWING.

The act of 1875 which required that industrial or free hand drawing should be included in the courses at the normal schools, in some department of each city system, at each union free school, and in each free school district incorporated by special law, has been generally complied with. In some instances it had been introduced before the passage of the act, and some schools not included in the provisions of the law have since undertaken it. In some cases the instruction is under the direction of specially trained teachers; in many other instances it is not, the intention, however, being eventually to have specialists in charge. With a view to some uniformity in the results to be secured, Superintendent Gilmour suggests to the legislature that provision be made for one or two special teachers to visit the schools that are required to have drawing taught, give lessons to the teachers, and supervise the work.—(State report.)

COMPULSORY SCHOOL LAW.

Inquiries made in 1876-77 of city superintendents as to the carrying out of the provisions of the acts of 1874 and 1876 "to secure to children the benefits of an elementary education" showed Mr. Gilmour that no effective steps have been taken to enforce the acts except in the city of New York. There a superintendent of truancy and 12 assistants were appointed to enforce the law, and 12,599 cases were investigated. In only half of these cases the children were found to have been kept at home by parents, by sickness, by poverty, or by physical disqualification for attendance, while 1,150 cases the homes of absent children could not be found. Nearly one-third were cared for in school and 79 were committed to institutions where they would be duly cared for. Instructions have been issued to the school officers of the other school districts in the State to prepare and file with the county clerks lists of all children entitled to schooling, with their ages, that absentees from school may be readily traced.

ADDITIONS AND AMENDMENTS TO THE SCHOOL LAWS.

The legislature on March 3, 1877, passed an act requiring a collector of taxes to give public notice to the taxpayers of school districts and special notice to the near-

est agent of any railroad corporation assessed for taxes in the district, of the receipt of his warrant for the collection of the taxes, and to indicate, in the former case two weeks beforehand, in the latter ten days beforehand, the expiration of the time for voluntary payment. On May 3, an act was passed allowing the trustees of any school district adjoining a city to enter into written contract with the city school board for the instruction of the district pupils in the city schools for 28 weeks or more in any school year, the city board to report, in such case, the youth of school age in the district and pupils from it in the city schools as if they were residents of the city. On April 17, an amendment to the law respecting boards of education in union free school districts was passed requiring the consent of a majority of the legal voters entitled to vote on questions of taxation before the appointment of a clerk to the board not of its number. Heretofore, the clerk had to be one of the members of the board; now he need only be a resident of the district, and cannot be either a trustee or a teacher in the employ of the board. But, if the district make no provision for the payment of the salary of a separate officer, the board is still to appoint one of its members clerk. In either case he is to serve as librarian also. June 5, a fourth law was enacted "to prevent frequent changes of text books in schools." It gives school boards in cities and villages the right to designate the text books to be used in the schools under their charge, and remits the matter in rural districts to the decision of a two-thirds vote at the first annual meeting after the passage of the act. After the adoption of any book it is not to be superseded by another, except upon a three-fourths vote of the city or village school board or of the voters at the annual meeting of a rural district.

KINDERGÄRTEN.

Statistics and other information respecting 18 schools of this class reporting for 1877 may be found in Table V of the appendix to this Report.

CITY SCHOOL SYSTEMS.

OFFICERS.

In each city there is a board of chosen citizens in charge of the interests of public schools, these boards varying in number and in name, each having usually a superintendent of city schools as its executive officer. In New York City the board consists of 21 commissioners from the city at large, appointed by the mayor, who also appoints 3 inspectors for each of the 8 school districts into which the city is divided. The commissioners and inspectors serve for terms of 3 years, one-third being liable to change each year. Every 2 years the board elects a city superintendent of schools and seven assistant superintendents; and, having first appointed 5 trustees of schools for each ward, changes or reappoints 1 of the 5 each year, securing thus a union of fresh life and tried experience.

STATISTICS.^a

Cities.	Population.	Children of school age.	Enrollment.	Average attendance.	Teachers.	Expenditure.
Albany	86,013	36,000	14,555	8,678	196	\$187,903
Auburn	18,359	5,102	2,616	1,944	49	39,017
Binghamton	15,550	4,517	2,946	2,046	50	40,425
Brooklyn	484,616	149,132	90,048	49,027	1,213	1,135,631
Ruffalo	134,573	40,000	22,807	13,588	424	316,869
Elmira	20,538	5,583	4,451	2,979	76	50,297
Hudson	8,828	3,598	1,415	750	23	11,247
Ithaca	10,100	2,501	1,729	1,205	31	24,320
Kingston ^b	7,500	.....	1,790	1,172	27	32,407
Lockport	12,634	4,000	2,751	1,606	43	34,968
Long Island City	15,000	5,170	3,792	1,914	39	38,199
Newburgh	17,327	5,885	3,415	2,105	49	51,247
New York	1,045,223	375,000	205,327	125,777	2,830	3,485,003
Ogdensburg	10,076	4,053	1,848	1,010	26	14,381
Oswego	22,455	8,831	4,383	2,780	69	71,019
Poughkeepsie	10,850	6,002	3,808	2,180	59	35,237
Rochester	81,673	20,146	11,838	7,667	210	198,018
Schenectady	12,748	4,450	2,353	1,530	37	25,018
Syracuse	48,315	10,824	9,265	7,974	173	112,629
Troy	48,821	18,000	9,169	5,127	142	116,297
Utica	32,070	11,200	5,016	3,815	93	62,602
Watertown	10,041	3,151	2,010	1,212	42	28,364

^a The figures here given are from the tables of the State superintendent's report, as far as possible. Those for Ithaca and Kingston, not being distinguishable in his tables, are from accounts furnished by the local school authorities. The number of teachers is from the list of those continuously employed.

^b The statistics for Kingston here, as in Table II in the appendix, include only the Kingston school district, which is a portion of the city. Those for the remaining part, furnished by Commissioner Edmund Rye, make up a total of 9,958 youth of school age, 4,012 enrolled in public schools, and 2,233 in average attendance, under 60 teachers.

ADDITIONAL PARTICULARS.

in accordance with the law of 1875 requiring cities to have industrial or drawing taught, has added the former to the course of instruction. Consideration has been made to the seating capacity of the schools by the completion of a commodious primary school building, besides that for the high school, last year. Eight evening schools were maintained from November 13, 1876, to May 5, 1877, but, perhaps from inexperience in the conducting of such schools, were not encouraging. In other respects there appears to have been a succession of the schools.—(Report of the board of public instruction for the year ending July 31, 1877.)

Reports improved attendance on the schools, better discipline, and larger numbers; that complete sets of the New American Cyclopædia have been procured for use in each of the city grammar schools. The compulsory education law has been practically a dead letter in the city, not from any disposition of the board to ignore its provisions, but from a conviction of the impracticability of executing them. In the appointment of teachers, the rule has been adopted of giving salaries to experience and success in teaching.—(Report of board of education for the year ending July 31, 1877.)

—Of the schools of this city the only intelligence secured beyond the figures is a statement of the superintendent, in a circular to the teachers in 1877, that half of the pupils in the public schools of the city never reach the grammar schools, and leave the schools at the age of 11." Besides the teachers in the table, there were 192 in evening schools.

The schools are divided into primary, intermediate, grammar, and high departments, each of three grades of one year each. The first year of the course is preparatory, those passing an examination in its studies and receiving certificates being allowed to take up second year studies. This school year 1876-77 an attendance of 175, of whom 95 were girls. The number of regents' certificates secured during the year was 73, an increase of 36 over the preceding year over the average of 9 previous years.—(Report of board of education for

not including the whole city, but that part forming the "Kingston school district" reports an increase in enrolment, average number belonging, and average attendance, with a slight falling off in the percentage of attendance. Promotions from grammar schools to the high school have been made upon a new plan, which is intended to work well, the principal of the high school and those of the grammar schools uniting in the examination of candidates; only those who secure the approval of these examiners and of the members of the school board are promoted. The board has dispensed with the services of a superintendent, the main office being performed for each school by its principal; the clerical work, formerly employed at small expense. The schools are said to have worked on this plan as well as formerly.—(Report of board of education of Kingston school district 1876-77; statistics of remaining portion of the city from Commissioner's report.)

—Besides the Normal College, with its Saturday classes for young teachers entering school, the schools here include 46 grammar schools for boys, as many for girls, 12 for both sexes; 47 primary schools, 66 primary departments; 19 evening schools for males, 14 for females, and 1 evening high school for males; all for whites. For children there are also 5 grammar schools, 2 for boys, 1 for girls, and 2 for both sexes, with 3 primary departments, and 2 evening schools to which both sexes attend. These, with 1 nautical school for the training of young seamen, make 107 departments under the management of the city board of education, and 107 separate schools, not included in the city system, partake of its benefits and are under its supervision. Taking all these, the full enrolment for the year ended 1876-77 was 255,847 and the average attendance to 127,026.

There were 251 teachers, 428 were men, of whom 6 filled the chairs of president and principal of the Normal College, 4 of these, with 3 extra male instructors, assisting in the sessions of that college for young teachers. The whole remainder consisted of female principals, vice principals, assistants, and special teachers, including the superintendent of the Normal College, 27 female teachers in the same, and 19 in the city school. The efficiency of the teaching by females has been so well shown that Superintendent Kiddle thinks the force of male teachers might be reduced in the interests of economy, especially in the lower schools, and others substituted at lower rates.

There is the conviction that the educational work of the city system as a whole is being well done; the curriculum of study successfully carried into effect; and in all the branches of instruction prescribed, in a greater or less degree. He does not think, therefore, that any portion of the curriculum should be dropped, as some, in their zeal for lessening expenses, are disposed to urge. In economy he can perceive no considerable advantage likely to result from such

abandonment; for, were the system of instruction reduced to the simplest rudiments of reading, writing, and arithmetic, the time of instruction would not be shortened, the corps of teachers could not be much reduced, and the buildings and furniture required for the accommodation of the pupils would still be needed. And in point of educational improvement he can see no prospect of benefit from reduction of the course, for this is so arranged at present that but few subjects are presented at one time. Commencing with reading, spelling, writing, and elementary arithmetic, the course brings in the new studies not all together, but singly, and as they have been prepared for, including geography, grammar, the history of the United States, and others auxiliary to these, up to algebra, which is taught to prepare pupils for admission to the two city colleges. Drawing and music, too, are taught with strict limitations as to time; and even the economist, he thinks, will scarcely doubt the industrial and social value of these branches. If, then, the minds of pupils are in any cases overloaded, it does not, in the superintendent's judgment, result from too full a course, but from the fault of some principals in promoting prematurely those branches under their care, instead of giving the pupils full time to master everything.

Improvements suggested are (1) putting primary and grammar departments into one school building, (2) bringing boys and girls together in the grammar schools, and (3) consolidation of small schools in the immediate vicinity of each other. A greater uniformity of organization and a greater efficiency would be thus secured, while economy would be promoted by thus dispensing with the services of several supervising principals. The union of boys and girls in one school the superintendent looks on with special favor, the testimony of the principals of the schools in which it has been tried being uniformly favorable as to its beneficial influences.

In the evening schools—which numbered 18,939 enrolled pupils, with an average attendance of 7,809—there was a decrease from the preceding year both in enrolment and attendance, but a greater proportion continued to attend during the term, and the certificates of good conduct were more numerous. The evening high school is reported to have been as prosperous and to have done as efficient work during its term of 180 nights, closing on April 3, 1877, as in any preceding year.

The corporate schools, which form an important adjunct to the city system, numbered 47, of which 20 belonged to the Children's Aid Society and 11 to the Female Guardian Society. These schools are under the management of their respective boards of trustees, by whom the teachers are appointed; but they are subject to the general supervision of the board of education and its officers, for the purpose, especially, of securing compliance with the State law which forbids sectarian books and sectarian instruction in the public schools. The whole number taught in these schools for the year was 24,246; the average attendance, 9,845; number of teachers, 199, of whom 111 were licensed by State authority.—(Thirty-sixth annual report, for the year ending December 31, 1877.)

In *Oneida*, school work was greatly hindered during the early portion of the year by the prevalence of scarlet fever and measles, which diminished the classes in some cases by two-thirds for weeks together, making it necessary for teachers to go a second time over the work of that period for the benefit of large numbers unavoidably absent. Notwithstanding these discouragements, the faithful efforts of teachers and pupils combined are reported to have secured, in most instances, a successful completion of the year's work, 89 per cent. of the number in average attendance having obtained promotion on the basis of a strict annual examination, in connection with the average monthly reports. Pupils in other than public schools numbered 1,313; in the high school, 124, with an average attendance of 100.—(Report of board of education for the year ending February 15, 1877.)

Of *Rochester* there is no other report than the figures given in the preceding table and in Table II of the appendix to this report.

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In *Syracuse* the board says that it has never been able to present so favorable a report in relation to school attendance. Of the whole number enrolled, the average number belonging was 80.2 per cent., and 76.3 per cent. of those enrolled were in daily attendance. The percentage of daily attendance on the number belonging was 95.3. The teaching force having been diminished, this gives 40.9 in the graded schools as the daily average of pupils to each teacher, a large proportion. Promotions are made on the basis of punctual attendance and good attention to work during two terms; and this is found to work well on the whole. An evening school was maintained in the winter of 1876-'77, with the usual discouragements from transient and irregular attendance; but so many interesting cases of persistent application and rapid improvement were presented that doubts about renewal of the school another winter vanished.

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Troy the sum total of all the names registered in the public schools was 8,485. Counting duplicate enrolments, there remained 7,969, the number given in the table. As these, there was an enrolment of 1,200 in night schools. Then in 14 private schools—not including incorporated academies, seminaries, and the Polytechnic Institute—there were about two thousand, making 11,169 instructed during the year in public and private schools. The evening schools, which were kept up nearly 3 months, conducted with unusual efficiency, and, when the strollers had disappeared, were attended, the average belonging being 595, with an average attendance of 405. Teachers' meetings have been held on Saturdays with as much regularity as possible, decided benefit in several departments and with evidence of improved methods of teaching and better results in individual cases. In the high school there is said to have been a steady advancement, especially in composition, declamation, reading, Latin and Greek, and mathematics; the improvement in speaking and reading being attested by contests for prizes in these lines.—(Report of Superintendent David A. Wells for the year ending June 29, 1877.)

Albany owns 17 school-houses, well furnished, with a seating capacity of 4,622 pupils. There were, in the year past, 31 schools, including the evening school, all the rooms greater or less degree displaying evidences of the skill, taste, and refinement of the teachers in plants, drawings, and other decorations, which helped to make the schools both more attractive and more improving. The arrangements for heating and ventilation in at least two of the school buildings, recently improved, appear to be as nearly perfect as well may be. The academy is said to exert a marked influence in evening and stimulating the lower schools.—(Report of Superintendent A. McMillan for the year ending October 1, 1877.)

TRAINING OF TEACHERS.

TEACHERS' CLASSES IN ACADEMIES AND ACADEMICAL DEPARTMENTS.

Under existing law, the regents of the university are authorized to select certain academies and academic departments of union schools, for the purpose of having organized therein teachers' classes to receive instruction "in the science of common school teaching." Authority was given the regents to pay for such instruction at the rate of \$10 per capita for 13 weeks. This was changed by a law of 1877, allowing \$12 for each pupil for not less than 10 weeks. During 1877, 83 institutions were granted for the purpose named. During the academic year 1876-'77 the attendance of such pupils was 669 men and 1,233 women. The school commissioners in several districts visit and give some attention to these classes.—(Report of Superintendent A. Wells for 1876-'77.)

STATE NORMAL SCHOOLS.

The number of students in the 8 State normal schools during 1876-'77 is stated by Superintendent Gilmour to have been 6,200, of whom 2,790 were normal, 581 academic, 2,829 of lower grades in practice schools. The average attendance of normal pupils 1,602; of academic, 283. The graduates in 1877 were 278, making the total number to that date 3,911.

During the session of the legislature in 1877 the attention of the members was called to these institutions by a passage in Governor Robinson's message suggesting an inquiry as to whether the normal schools are really worth to the system what they cost. He being informed that a very large portion of the pupils instructed in them do not follow the profession of teaching for any length of time. This led to an investigation which showed that, in the 7 State normal schools under the direction of the Superintendent (that at Albany being only partly under him), 1,475 out of the 3,911 graduates were known to have taught some time, and that 96 were waiting for positions in the schools. Besides this, over 2,700 undergraduate students taught in schools that could not afford to engage graduates. This abundantly vindicates the usefulness of these institutions, and shows that they have amply repaid to the State the value of the few thousand dollars annually spent on them. To avoid future doubt on this point, however, it was directed that at the close of each school year 1876-'77 the academic departments in these schools should be discontinued and the whole efforts of the several faculties devoted to the preparation of teachers for the public schools. The school at Fredonia was excepted from the operation of this order, as such, because the act under which it was established expressly permitted the local board to maintain an academic department; but, in view of the inten-

abandonment; for, were the system of instruction reduced to the simplest rudiments of reading, writing, and arithmetic, the time of instruction would not be shortened, the corps of teachers could not be much reduced, and the buildings and furniture required for the accommodation of the pupils would still be needed. And in point of educational improvement he can see no prospect of benefit from reduction of the course, for this is so arranged at present that but few subjects are presented at one time. Commencing with reading, spelling, writing, and elementary arithmetic, the course brings in the new studies not all together, but singly, and as they have been prepared for, including geography, grammar, the history of the United States, and others auxiliary to these, up to algebra, which is taught to prepare pupils for admission to the two city colleges. Drawing and music, too, are taught with strict limitations as to time; and even the economist, he thinks, will scarcely doubt the industrial and social value of these branches. If, then, the minds of pupils are in any cases overloaded, it does not, in the superintendent's judgment, result from too full a course, but from the fault of some principals in promoting prematurely those branches under their care, instead of giving the pupils full time to master everything.

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tion to have these departments discontinued elsewhere, it was suggested that the Fredonia board should consider whether it would not be wise to discontinue that also. Subsequently, the schools at Brockport and Potsdam were able to show cause for the suspension of the order with reference to them also, till at least there should be such legislative action as might determine this question with reference to all schools.—(State report for 1876-77.)

NORMAL COLLEGE, NEW YORK CITY.

This college, meant to train young lady teachers for the schools of the city of New York, reported 1,528 students on its register at the close of 1877, and the average attendance for the year 1,334. The whole number admitted in 1877 was 759, of whom 704 came in through competitive examinations in the public schools and 55 by special examination. The graduates of the year were 232; the whole number since the establishment of the college seven years before, 1,232. There are 35 instructors, and the course of study, covering 3 years, embraces all the branches that are taught in the city schools, including Latin, German, French, drawing, and music. For the first two years the drill appears to be especially devoted to improving pupils in the studies of the course, while in the third year the class looking forward to graduation is also systematically trained in the proper methods of instruction.

The field for this is a training school connected with the college, presided over by a lady "tutor in methods," with a general assistant and 17 critic teachers. In this school one-fourth of the graduating class, in successive sections, are constantly practised in the art of teaching, under the criticism of the principal and her assistants, the remaining three-fourths pursuing the regular studies. Thus all pass through an apprenticeship which embraces both instruction in the elements and drill in the art, before entering upon teaching as a profession. In connection with the training school there is a Kindergarten, in which all the methods of that mode of teaching may be studied.

As a further means of improving the teaching force of the city schools, all teachers who have had less than two years' experience are required to submit themselves on Saturdays to instruction at the normal college, and thus a graduate course of this extent is substantially established. The whole number taught in these Saturday sessions in 1877 was 746; the average attendance, 518.—(Report of the board of education for the year ending December 31, 1877.)

TEACHERS' INSTITUTES.

These agencies for improving teachers at work have been held, according to law, in 58 counties, with one additional for the benefit of the teachers on the Allegany and Cattaraugus Indian reservations. In 42 the session lasted one week each; in the others, two weeks. The whole attendance of teachers was 11,892; the average number at each institute, 201; the per cent. of attendance on the whole number of teachers, 70.4. This good attendance is secured in some degree by the legal provision that trustees shall give to teachers the whole time spent in the institute which embraces their school district, deducting nothing from their pay for such attendance. Trustees, however, sometimes refuse to do this, and teachers, unwilling to have a painful contest, do not always insist upon their rights. Superintendent Gilmour therefore renews his recommendation of last year that the legislature so amend the law as to reimburse districts the amounts paid teachers for time spent at county institutes. He thinks that this will greatly increase the attendance.—(State report for 1876-77.)

SCHOOL JOURNALS.

The New York School Journal, published weekly in New York City, The School Bulletin, published monthly at Syracuse, and Barnes' Educational Monthly, issued simultaneously at New York and Chicago, continued throughout 1877 their work of aiding teachers by the frequent publication of articles on methods of teaching, as well as by affording a large amount of educational information.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The number of pupils taught in the academies and academic departments of union schools under the direction of the board of regents in 1876-77 was 30,271. Whether this number includes 1,605 instructed in the "teachers' classes" of the academies, and for whom the regents made an apportionment from the literary fund, does not clearly appear; probably it does.

The standard in this class of schools is kept well up and is gradually raised by means of questions issued to each school by the board of regents of the university. These questions form the basis of the examinations for admission, standing, and graduation, and students who pass such examinations successfully receive certificates.

PRIVATE SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and schools especially devoted to the preparation of students for college, see Tables IV, VI, and VII of the appendix following, and the summaries of them in the Report of the Commissioner preceding. For preparatory departments of colleges, see Table IX.

SUPERIOR INSTRUCTION.

UNIVERSITIES AND COLLEGES.

The ideal university of the State of New York is composed of all the literary colleges of the State and includes those of medicine also. These are associated under the general direction of a board of regents of the university, consisting of 23 persons, 4 of them ex officio as State officers and 19 appointed by the governor and senate. The regents do not engage in actual teaching, nor perform the usual duties of university officers, but, among other labors, they hold examinations at the academies and colleges and an annual convocation of the heads and professors of colleges and academies. They have no power of conferring degrees, though this authority is but sparingly exercised.

The actual literary colleges and universities forming this ideal one may be found in table IX of the appendix following, and for statistics of them inquirers are referred to that table; for a summary of these statistics, to a corresponding table in the Report of the Commissioner preceding.

Five, Elmira, Ingham, Rutgers, Vassar, and Wells, are exclusively for young women; Alfred, Cornell, St. Lawrence, and Syracuse universities, admit both sexes.

Cornell University may be called the State university, as far as there is one apart from the aggregate of colleges, uniting as it does with the congressional grant for the benefit of agriculture and the mechanic arts an ample endowment from Ezra Cornell, given for the purpose of rounding the institution into a true university, where, as he expressed it, "any person can find instruction in any study."

The university is open to all, without regard to color, nativity, or sex. Free tuition is given students in the agricultural department; free scholarships are provided in other departments to the number of 512, there being one for every assembly district of the State, and each scholarship is continued 4 years.

Instruction is distributed into several departments, which are subdivided into schools, comprising general, technical, or special courses in arts, literature, science, agriculture, civil engineering, and mechanical engineering. Graduate study is encouraged by the offer of free tuition to graduates of this and of other colleges. Among the special features of the system worthy of note are large liberty in the choice of studies and the prominence given those studies which are practically useful.—(Catalogue.)

Columbia College, since the last report, has increased its departments of instruction from 9 to 10. The course now comprises the following: (1) Greek language and literature, (2) Latin language and literature, (3) German language and literature, (4) mathematics, (5) mathematics and astronomy, (6) physics, (7) chemistry, (8) geology and paleontology, (9) moral and intellectual philosophy and English literature, and (10) history, political science, and international law.

The departments of instruction in the remaining colleges and universities, as far as heard from, seem to be essentially the same as reported last year.

COLLEGES FOR WOMEN.

Eleven institutions for the superior instruction of women, of which 6 are chartered, report statistics for 1877. All teach music, drawing, and French; 10 teach German, 8 painting, 3 Italian and Spanish. Seven report apparatus for the illustration of chemistry; 8, of physics; 5 have museums of natural history; 4, art galleries; 4, gymnasia; and 10, libraries of 210 to 10,000 volumes, aggregating 24,412.

For full statistics, see Table VIII of the appendix, and a summary of it in the Report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

Cornell University has courses of 4 years in agriculture, architecture, civil engineering, and mechanic arts, which were attended by 153 students in 1877.—(Catalogue.)

The *United States Military Academy*, at West Point, reports 264 students and 47 instructors. The course of study covers 4 years, and, in addition to military training, embraces instruction in mathematics, chemistry, mineralogy, geology, the Spanish and French languages, geography, history, ethics, drawing, civil and military engineering, and law.—(Return and report.)

There is a *School of Civil Engineering* in connection with Union College at Schenectady. The course of instruction, which is of 4 years, embraces constant exercise in mechanical draughting, instrumental field work, and numerical calculation, combined

with the study of text books and lectures on the numerous subjects where books are wanting. Students are admitted to all departments of the college without ~~any~~ charge.—(Catalogue of college.)

The *School of Mines of Columbia College* aims to furnish the means of acquiring a thorough knowledge of the branches of science forming the basis of those industrial pursuits which are chiefly to develop the resources of the country. The system includes parallel courses of study, namely, civil engineering, mining engineering, metallurgy, geology and paleontology, and analytical and applied chemistry. Number of students in 1877, 238.—(Catalogue.)

The *Lienaeclae Polytechnic Institute*, at Troy, provides a 4 years' course in civil engineering, including mechanical or dynamical, road, bridge, and hydraulic engineering. There were 166 students attending in 1877.—(Catalogue and return.)

The *Cooper Union for the Advancement of Science and Art*, New York, has for its immediate object to teach young people some art of self support or to raise those who have already some practical occupation to its higher forms and better remuneration. For this purpose, it has established schools for telegraphy; photography; mechanical, architectural, and artistic drawing; modelling in clay; engraving, and painting. It has a "free night school of science," in which instruction is given in mathematics and theoretical and practical mechanics. Organic and analytic chemistry is taught, and an excellent laboratory is put at the service of the pupils. Literary culture in English and the proper use of the language in speaking and writing are not neglected. There are classes formed for oratory and debate, with lectures in English literature and in elocution.—(Annual report, 1877.)

For full statistics of scientific institutions reporting, see Table X of the appendix, and the summary in the Report of the Commissioner preceding.

THEOLOGICAL.

Reports for 1877 have been received from 12 institutions for theological instruction. In nearly all these the course covers 3 years. For detailed statistics, see Table XI of the appendix following, and a summary of it in the Report of the Commissioner preceding.

LEGAL.

The *Albany Law School*, a department of Union University, reports 95 students, with 5 resident and 3 non-resident instructors. About half the students had received degrees in letters or science. The course of instruction covers only 1 year. No preliminary examination is indicated, but a prior course of 1 year in a lawyer's office is required.

The *Columbia College Law School* is designed to afford a full legal education, except in matters of mere local law and practice. The course occupies 2 years, and embraces the various branches of common law, equity, commercial, international, and constitutional law. Graduates of literary colleges are admitted without examination; other candidates must produce evidence of having received a good academic training. The number of students in 1877-78 was 462.

The *Law School of the University of the City of New York* provides a 2 years' course, including the history of the law, jurisprudence, Roman law, international law, and municipal law. Students are allowed to enter at any time, and no preliminary course of study or examination is required.

The *Law Department of Hamilton College* prescribes a course covering 1 year for college graduates; for those who are not graduates, one year and a third. There was an attendance of 30 students in 1877-78.—(Catalogue of the college.)

For statistics of these schools, see Table XII of the appendix following, and a summary of this in the Report of the Commissioner preceding.

MEDICAL.

The names and statistics of the medical colleges reporting may be found in Table XIII of the appendix following, and a summary of these statistics in the Report of the Commissioner preceding.

Of the institutions that report, the *Albany Medical College* and the *Woman's Medical College of the New York Infirmary* alone appear to require a preliminary examination from candidates for admission who do not present evidence of at least an academic training. The *Woman's College* also requires candidates for graduation, after passing the examination by the faculty, to go before a board of examiners composed of professors of the several medical colleges. Those who pass successfully the examinations of this board receive certificates to that effect, signed by the examiners, besides the regular college diplomas. The *Medical Department of the University of Buffalo* requires from a student entering a certificate of his preceptor that he is qualified to study medicine; but no specific standard of qualification is set by the department. The *Long Island College Hospital* has a reading and recitation term of 5 months in each year, preliminary to the regular lecture term of 4 months. *Bellerue Hospital Medical College* has a preliminary term of 2 weeks previous to the regular term, which extends from October to March. There is also a spring term of 13 weeks, attendance upon which is optional.

Essentially the same arrangement of preliminary, regular, and spring sessions prevails in the *Medical Department of the University of the City of New York*. The *College of Physicians and Surgeons*, New York, has a spring session besides the regular winter session. Attendance on the former is optional; on the latter, obligatory, as a prerequisite to examination. The *Eclectic Medical College*, New York, admits women as well as men. The *New York Homœopathic Medical College* has a graded course of 3 years which it wishes all to take, and for taking which it offers strong inducements in lower fees, but it so arranges its system of lectures that those who desire to do so may graduate at the close of the second year. All, however, in order to graduate, must stand an examination by a board of censors not of the faculty, in addition to the faculty examinations. The *College of Pharmacy*, New York, has now a building of its own, but indicates no change beyond this.

SPECIAL INSTRUCTION.

INSTRUCTION OF THE DEAF AND DUMB.

There are now in this State 6 institutions authorized by law to receive and instruct deaf and dumb pupils under appointments from the superintendent of public instruction or certain local officers. These are the following: *New York Institution for the Instruction of the Deaf and Dumb*, established in 1817; the *New York Institution for the Improved Instruction of Deaf-Mutes*, in New York City, and *Le Conteulz St. Mary's Institution for the Improved Instruction of Deaf-Mutes*, at Buffalo, authorized by laws of 1870 and 1872 respectively to receive State and county pupils; the *Central New York Institution for Deaf-Mutes*, at Rome, and the *Western New York Institution for Deaf-Mutes*, at Rochester, both organized under laws of 1876; and *St. Joseph's Institute for Deaf-Mutes*, at Fordham, authorized to receive State and county pupils by a law of 1877. At the close of the year there were in these several institutions 1,065 pupils, distributed as follows: New York Institution (old), 507; New York Institution (new), 106; Buffalo, 102; Rome, 109; Rochester, 91; Fordham, 150—total, 1,065. These are mostly pupils supported at the expense of the State of New York or by the several counties, although a few are New Jersey State pupils and a few others are supported by friends.

An impression seeming to prevail that the expenses of deaf-mute instruction could be considerably reduced by sending all the State and county pupils to one institution, Superintendent Gilmour argues against it on the grounds both of good policy and good faith. He thinks it would not be good policy, because experience in New York has shown that not more than 500 pupils can be advantageously cared for in one institution, and that it would be, too, an act of bad faith for the State to withdraw her pupils from the newer institutions after having encouraged their friends to expend large sums in erecting and furnishing buildings which would be made practically valueless by the withholding of State patronage. He therefore recommends that the laws respecting them remain unchanged, but that no new schools of this class be established.—(Report of Superintendent Gilmour for 1877.)

INSTRUCTION OF THE BLIND.

The *New York Institution for the Blind*, New York City, had, at the close of September, 1877, 185 pupils, 8 less than the year before. The course of study remains substantially the same as for some years past, but of late more attention has been given to gymnastics, with apparently beneficial results. Cane seating, mattress making, the use of sewing and knitting machines, plain sewing and knitting, with other useful occupations, receive due attention in connection with those literary studies which furnish the basis of a thorough English education. In music, besides careful training in the art of reading, writing, and practising musical notes, much attention is given to the tuning of pianos as a means of future livelihood.—(Report of Superintendent Gilmour for 1876-77 and report of the institution for the same year.)

The *New York State Institution for the Blind*, Batavia, also gives its pupils the elements of a good English education, with instruction in vocal and instrumental music and in such industrial occupations as will prepare them for self support. The young men are taught to make corn brooms; the girls, beadwork, knitting, crocheting, sewing by hand, and the use of the sewing machine.—(Report for 1877.)

EDUCATION OF FEEBLE-MINDED CHILDREN.

The *Idiot Asylum*, Randall's Island, New York, reports for 1877 an attendance of 149 children, 88 boys and 61 girls, under instruction; object teaching, drawing, reading, writing, arithmetic, and geography were taught to all, and mat making to the boys and sewing to the girls.

The *New York Asylum for Idiots*, at Syracuse, reports for 1877 an attendance of 267 children, who were instructed in the elementary branches and in simple industrial occupations.—(Return, 1877.)

REFORMATORY AND INDUSTRIAL TRAINING.

The *Home for Fallen and Friendless Girls*, New York, reports 86 received and as many discharged during 1877, with 26 remaining. As all who entered could read and write the only instruction given, except in morals and religion, has been in habits of industry and in dress making. The results are said to have been eminently encouraging. The *House of the Holy Family*, New York, with a similar aim, received, clothed, fed and taught 150 children and young girls in addition to 98 who were in the house in the spring of 1877. Various branches of female industry were included in the instruction given. The *New York House of Refuge*, Harlem, N. Y., received in 1877 a total of 822 boys and girls, of whom 463 were illiterate when committed; these learned to read and write, the remainder receiving more advanced instruction, all in connection with some training in gardening, wire weaving, stocking weaving, or printing, according to capacity. The *Western House of Refuge*, Rochester, had in its schools and workshops in the same year a total of 822 boys and girls (of whom 530 remained December 31), giving them such literary training as was required, with instruction in a great variety of industries. The *Women's Prison Association*, of New York, in connection with the *Isaac T. Hopper Home*, received for the year 462 female inmates on the profession by them of a desire to reform, teaching them reading, writing, and arithmetic, with fine sewing, dress making, laundry work, and household industries; subsequently, places of service were found for 272.—(Reports and returns to Bureau of Education.)

The *New York Catholic Protectory*, which had 2,321 inmates in 1876, gives to the children intrusted to it such industrial and moral instruction as may fit them to be useful members of society. No statistics of its numbers for 1877 are at hand.

TRAINING TO USEFULNESS IN THE SICK ROOM.

The *Training School for Nurses*, attached to Bellevue Hospital, New York City, had 56 pupils under instruction in 1877 and graduated 12 of these in November. To accommodate the steadily increasing number of pupils, Mrs. William H. Osborn has most kindly had a large house erected opposite the hospital, and has offered it to the society, rent free, for a term of years. It was opened November 8, 1877, and has kitchen, laundry, dining hall, reception room, and parlor on its lower floor, while three upper stories are divided into neatly furnished sleeping rooms.—(Report of the society for 1877, with description of the house from another source.)

EDUCATION IN ART.

Besides the advantages for elementary training in this line presented at the *Cooper Union*, previously noticed, there is the fuller course of the art classes of the *Brooklyn Art Association*, a *Course in Architecture* at Cornell University, a *College of Fine Arts* in Syracuse University, a *School of Design* at Vassar College, the *Ladies' Art Association* of New York, the *Palette Club*, the *Art Students' League*, the *Art Schools of the National Academy of Design*, and now also those of the *Society of Decorative Art*, all in the same city—a combination of facilities for art study rare in a single State.

EDUCATIONAL CONVENTIONS.

ASSOCIATION OF SCHOOL COMMISSIONERS AND CITY SUPERINTENDENTS.

The convention of this association met at Albany March 28, 1877, and continued in session till the 30th. After an address of welcome from the president of the Albany school board, the president of the association, in a carefully prepared address, reviewed the progress of the school system in the State, favoring high school and academic education and a taxation for school purposes proportioned to the growth of the population to be schooled, which he said had increased 120,906 in the past five years, an average annual increase of 24,181. Dr. James H. Hoose, of the Cortland State Normal School, then defended the common school, free high school, and normal school system of New York, which vindication was thought so conclusive as to be published and extensively circulated afterward in pamphlet form. A committee on desirable changes in the school laws reported next day, through Superintendent Snow, of Auburn, in favor of a single executive head for the educational system of the State, of the continuance and confirmation of the academic and free high school instruction now given, of truant and reform schools for children not reached by the compulsory education acts of 1874 and 1876, of more immediate supervision of the schools through a township system, of an apportionment of school moneys on the basis of aggregate attendance, rather than average attendance, and of making the school age 6-18 instead of 5-21. Whether the recommendations of the committee, which gave rise to much debate, were passed in whole or only in part, does not appear; but it does appear that at least those in favor of a township system and of a change of the school age were agreed upon to be recommended to the legislature, and also that the school year ought to begin September 1. A paper from Deputy State Superintendent Keyes followed in the afternoon, in which he said that common schools had saved the country and that

the country should do justice to its common schools, affording them thoroughly educated teachers, full support, and freedom to extend their education to whatever the local authorities may find desirable. Another paper from Commissioner House, of Cayuga, in favor of reorganization of the school system, fuller examination of teachers, closer supervision, &c., provoked discussion, but it seems to have led in no action. The next meeting was appointed to be held at Utica, February 28.—(School Bulletin for May, 1877.)

STATE TEACHERS' ASSOCIATION.

A meeting was held at Plattsburg, July 24-26, 1877. The president, Superintendent Edward Smith, of Syracuse, in his opening address, gave a sketch of the progress in education, with the difficulty still in the way of a truly perfect system. He read not from text books only, but from newspapers and periodicals, and discussed in writing in which the pupil should present his own thoughts instead of confined to worn out copies; he commended the study of drawing as educating the hand and eye, and advocated fuller attention to natural science, under enthusiastic teachers in love with their work. Dr. Benedict, of Rochester, followed with a short dissertation on "Words," illustrative of the importance of thorough accuracy in the study of their strength and meaning. On the second day Dr. Thomas Arter, president of the New York City Normal College, read a paper on the need of a new education, in which he showed that for the advanced society of the present schools are as great a necessity as the lower schools were a century ago. The committees were then appointed, and the convention dividing itself into common-school, high school, and normal school sections devoted the day to the several as appropriate to these; in the evening, Mr. Wallace Bruce read a paper on "Aspire's women." On the third day the paper which seems to have awakened the greatest interest was that by Miss Mary Hicks, of Syracuse, on "The ends to be aimed by the introduction of drawing into the public schools." These, she said, are threefold: practical, educational, and æsthetic. Devoting herself particularly to the first, she showed that the art of drawing is a most practical form of education, giving the hand as well as the head, and preparing for the common occupations and trades of life: carpentry, masonry, building, all departments of mechanism, painting, designing, painting, decorating, &c. After some further business, Albany was chosen as the place of the next meeting, and resolutions were passed in favor of a new ship system in preference to the present district system, of good schools under thoroughly trained teachers, of a choice of school commissioners by the local school boards, and of a change of the legal school age from 5-21 to 6-18, with a school year beginning August 1 instead of October 1.—(New York School Journal, July 28, 1877.)

UNIVERSITY CONVOCATION.

The annual meeting was held at Albany, July 10-12. The programme embraced general educational principles, matters affecting the State, tests and results, and the special departments of language, rhetoric and oratory, mathematics, natural sciences, and history. The one paper under the first head was on "University control," by Professor Alexander Winchell, of Syracuse. He took the ground that under present management the trustees of higher institutions, an extraneous body, have too much control; the faculty, an interior one, too little. He would not dispense with the trustees; would retain them for the creation and conservation of endowments and matters of a purely business character, dispensing, however, with ex officio members and substituting alumni. To the teaching body, however, he would transfer the control of expenditures, the choice of instructors, the determination of their salaries, the conferring of degrees, and all other purely scholastic matters, with perhaps an occasional conference with older students on such points. The two papers on matters affecting the State were (1) one by Principal A. B. Watkins, of Hungerford College Institute, taking the ground that the State should provide for academic and technical school training as liberally in proportion as for common school instruction of the lower grade; (2) one by Principal J. W. Armstrong, of the Fredonia Normal School, who proposed to harmonize the State school system by throwing out from the normal schools into the academies and high schools all academic teaching, confining the normal schools to the work of training teachers in the science and art of teaching. Under the other heads various interesting topics were discussed, one of them on the "Examinations in academic studies," by Principal Bradley, of the Albany Normal School, who said that these examinations, originally instituted to determine the fitness of schools and in what proportion the State "literature fund" should be distributed, had indirectly a means of elevating the standard of scholarship, of securing greater uniformity in such a standard, and of emphasizing the importance of certain leading studies. A paper by Chancellor Haven, of Syracuse, showed the advantages that would ensue from having the colleges and universities of the State all brought on the same plane of requirement by having a kindred system of examinations to determine the question of admissions to their freshman classes.—(School Bulletin, August, 1877, other reports.)

OBITUARY RECORD.

HENRY BOYNTON SMITH, D. D., LL. D.

This gentleman, whose death at 64 occurred in February, 1877, was eminent scholar and teacher. Born in Portland, Me., 1815, he was graduated at Bowdoin College in 1834, and was a tutor there in 1836-'37 and in 1840-'41. He studied at Andover and Bangor, and subsequently went to Europe for a year to study and Berlin. After a brief pastorate at West Amesbury, Mass., he became principal and moral philosophy in Amherst College in 1847; in 1850, professor of history in the Union Theological Seminary, New York; and, in 1855, of systematic theology, which chair he left in 1873 because of broken health, continuing, emeritus professor till his death. He was an able writer, contributing many articles to the Princeton Review, Presbyterian Quarterly, Bibliotheca Sacra, and Appleton's Cyclopædia. In 1859 he published the History of the Church of Christ in Christendom, an excellent compendium. He translated Gieseler's Church History, the last volume being in the press of Harper Brothers at the time of his death. George Bancroft called him the most accomplished critic in the United States. His acuteness combined with breadth, for receptivity combined with originality, unique among philosophers; while to exact scholarship he added a familiarity with German modes of thought and present scientific inquiries which fitted him to cope with the questions of the time in a most masterly and convincing manner. Longer life been granted him he might have added much to the treasures of philosophy; but a treatise on this subject, on which he had been some time engaged, brought to an untimely end by his death, before it was in form for publication.

CORNELIUS VANDERBILT.

On the 4th of January, 1877, this gentleman—long known throughout the country for his wealth and enterprise, and now to be remembered for his educational contributions—breathed his last at his home in New York. He was born May 27, 1794. Beginning life on his own account as a boat owner in his sixteenth year, and rising in everything he touched, he became in his later years the owner of a fortune variously estimated at \$80,000,000 to \$100,000,000. Possessed of this wealth, he considered how he could best dispose of some fair portion of his means. He sustained his mother's church at New Dorp, Staten Island, he purchased the lot of the Strangers in New York for the chosen pastor of his second wife, largely in its support after the purchase; gave quietly \$100,000 for the new Methodist Episcopal house in the same city; planned the endowment of a noble school for Staten Island, which only fell through from his inability to arrange the matter in his own control of it with the Moravians, who were to manage it; and finally, in a great crowning act of his life, from 1873 to 1876, gave into the hands of Dr. McTear, of the Methodist Episcopal Church South, sums amounting to \$1,000,000 to establish and endow at Nashville, Tenn., a university for the South, to be under Methodist direction. The last of his donations for this purpose—made only a few months before his death—amounted to \$300,000, and, to avoid all possibility of controversy after his decease, was handed in cash to the bishop, without any solicitation on the part of those concerned. The university, which now bears his family name, has been established on a charming site overlooking Nashville, and, with its fine and organized departments of philosophy, literature, and science, of theology and of medicine, stands as his best monument.—(Memorial volume published by the Vanderbilt University and biographical sketch in the Philadelphia Evening Telegraph, January 4, 1877.)

LEWIS BROOKS.

This liberal citizen of Rochester, who died in the autumn of 1877, deserves to be remembered for his benefactions to educational objects. Besides most generous gifts to the city of his residence, he is reported on apparently good authority to have given in his later days \$5,000 each to the Rochester Industrial School and the Female Seminary, and \$120,000 to the University of Virginia. This last amount was absolutely sure, as his gifts were made anonymously, but \$70,000 were certainly

WILLIAM A. MUHLENBERG, D. D.

Rev. William Augustus Muhlenberg, one of the most esteemed divines of the Protestant Episcopal Church, died in New York April 8, 1877. Dr. Muhlenberg was the son of Henry M. Muhlenberg, of Philadelphia, and was born in that city September 1, 1793. His family had long resided in Pennsylvania, and his great-grandfather, John Muhlenberg, a clergyman of the German Lutheran sect, was the founder of the sect in America. Dr. Muhlenberg received his early education in Philadelphia, graduated with honor from the University of Pennsylvania in 1814. He immediately devoted himself to the study of theology, obtained ordination as a deacon in 1816, became assistant to Bishop White at Christ Church in his native city. In 1818 he was chosen rector of St. James's Church, Lancaster, Pa., and there commenced

career of public benefactions by causing the establishment of the first public school which existed in Pennsylvania outside of Philadelphia.—(Pennsylvania School Journal, June, 1877.)

In 1828 Dr. Muhlenberg moved to Flushing, N. Y., where he founded a school called the Flushing Institute, which quickly developed into St. Paul's College, and became a very considerable seat of learning, training many who have since been eminent. Dr. Muhlenberg remained at its head as principal and rector for about eighteen years, until he accepted the rectorship of the Church of the Holy Communion, New York City, in 1846, where he remained eleven years. In 1857 he became rector and superintendent of St. Luke's Hospital, New York, an institution of which he was the founder and in charge of which he remained till his death. In 1865 he founded the Christian Industrial Community of St. Johnland, meant to afford to youth advantages for education, to those of maturer years opportunities of self support by various labors, and to all the best religious care and nurture amid healthful air and rural pleasantness. In benevolent and educational labors of this kind the later years of a serene and beautiful old age were passed; and when the end came, it was the hopeful and happy one that might have been expected from the author of that popular charming hymn, "I would not live away."

DR. JOHN GRAEFF BARTON.

Professor J. Graeff Barton, LL. D., was born in Lancaster, Pa., June 5, 1813, and received his early literary training under Dr. Samuel Bowman, who was subsequently assistant Protestant Episcopal bishop of Pennsylvania. At about 14 he entered St. Paul's College, Flushing, N. Y. (then under Dr. Muhlenberg), where, on the completion of his undergraduate studies, he became professor of ancient languages. After some years' service in this chair he returned to Lancaster, studied law with the late Hon. Thaddeus Stevens, and entered upon practice. But, finding the practice of law distasteful, he went back as vice rector to St. Paul's College, and eventually became rector, entering also, while in this position, the ministry of the Protestant Episcopal Church in 1843. In 1850 he relinquished the rectorship of the college and took charge of St. Paul's School in the city of New York; in 1852 he was made professor of the English language and literature in the Free Academy, which afterward became the College of the City of New York, and remained in that position till his death, which occurred May 10, 1877. Twenty-five successive classes received there the benefit of his instructions, and expressed, at his death, their grief at the loss of one who as an instructor had commanded their admiration and gratitude, and as an example their honor and respect.—(Letter from Professor J. A. Spencer.)

DR. TAYLER LEWIS.

Professor Tayler Lewis, LL. D., whose death at Schenectady, May 11, 1877, has been widely noticed, was born in 1802, in Northumberland, Saratoga County, N. Y., and began in a country school-house that love of learning which made him one of the foremost scholars of the age. He entered Union College, was graduated from that institution in 1820, and became a lawyer. Borrowing a Hebrew Bible he read it through the first year. He read over his old text books and the writings to which they introduced him. The study of the Bible and the classics became with him an absorbing passion. He gave them his leisure hours by day and often all his nights. Thus he was attracted from the profession of law to that of teaching, which he pursued at Waterford and at Ogdensburg, N. Y. While at the latter place he gave before the Phi Beta Kappa Society in Union College an address on "Faith the life of science." Perhaps as the result of this, not long after he received invitations to professorships in three colleges. In 1838 he accepted that of Greek and Latin in the University of the City of New York. By this time he was familiar not only with the Greek and Latin poets and philosophers, but also with the Syriac and Arabic and the Hebrew rabbinical writings.

Thus he disciplined and filled his mind before attempting to produce anything from it: a good example for all teachers. It was not until 1845 that he published his first book, *Plato contra Atheos*; or, *The Tenth Book of the Dialogue on Laws*, accompanied with critical notes and followed by extended dissertations which revealed so much originality and learning as to command the admiration of classical scholars. Ten years later appeared *The Six Days of Creation*, designed to reconcile the Mosaic account of creation with the geological record, by showing that according to the language of the Bible the world was formed by natural agencies and that the creative days in Genesis were indefinite periods of time. From this work, and the criticisms upon it, grew Dr. Lewis's next book, *Science and the Bible*; or, *The World Problem*—a thesaurus of the ideas of its author. He also translated and annotated Lange's commentaries on Genesis, Job, and Ecclesiastes. He made metrical versions of Job and Ecclesiastes; edited the sermons of Dr. Nott, and, with Dr. Van Santvoord, the *Life of Dr. Nott*; published six addresses delivered on different occasions, and, more recently, the *Vodder lectures*, delivered before the theological seminary and Rutgers College, New Brunswick, N. J., entitled "*Nature and the Scriptures*." He wrote, too, a marvelous number of easy and able articles on an almost infinite variety of subjects. From 1851-'56 he

contributed the articles for The Editor's Table in Harper's Magazine, covering a wide range of topics, well and skilfully prepared.

But with him the Bible was literally the book. To its study and interpretation and defence he brought all the treasures of his learning. Besides the Syriac, Septuagint and Vulgate versions, he carefully examined the Jewish Targums, such fragments as exist of the Samaritan or of the Coptic, and the Gothic translations of Ulfilas, "the oldest version in a language nearly related to our own." For fourteen consecutive years he read the Hebrew Bible through annually.

The Arabic, the Syriac, the Greek, and the Hebrew Scriptures always lay upon the table, and from one of them he habitually read at family worship, giving often beautiful renderings of passages like and unlike our English version. For many years he taught a Bible class, designed especially for students in college but open to all. Jews and Gentiles, Protestants and Romanists, availed themselves of this opportunity to hear his valuable teachings.

In 1849 Dr. Lewis became professor of Greek in Union College, where he continued till his death. After deafness had rendered him unable to hear recitations he was professor of the Oriental languages and lecturer on biblical and classical literature, and taught by lectures. As a teacher he was enthusiastic and stimulating, patient, kind, and helpful toward all sincere learners. His personal influence reached thousands of loving pupils who regard him with pride and reverence.—(From a sketch by Professor R. B. Welch, D. D., LL. D.)

ISAAC W. JACKSON.

Dr. Isaac W. Jackson, for 51 years a professor in Union College, died July 28, after a brief illness, in his seventy-third year. He was born in Cornwall, N. Y.; was graduated at the Albany Academy with high honor in 1824, and from Union College in 1826, remaining in the institution from that date as tutor and professor. Professor Jackson was the author of works on conic sections, optics, mechanics, and trigonometry, all esteemed by mathematicians, and some of them adopted in foreign universities.—(The Church Union.)

PROFESSOR S. EMMONS BROWN.

This gentleman, Trevor professor in the Rochester Theological Seminary, died August 5, 1877, at Lowell, Mass., of typhoid fever. Born at Portland, Me., February 27, 1847, he fitted for college at the Exeter Academy, New Hampshire, and entered Harvard as a sophomore in 1867. He was graduated in 1870, and then studied theology at the Rochester Seminary. On the completion of his course, he travelled for three years of study in Germany, Greece, and Palestine, and then returned to Rochester to succeed his former instructor, Professor Hackett, in September, 1876. One year of work gave promise of large usefulness; but shortly after its completion came his early death.—(Notice by Professor G. H. Whittemore.)

PROFESSOR EDWIN HALL, D. D.

Dr. Hall, for more than 20 years professor of theology in Auburn Theological Seminary, was born in Granville, N. Y., January 11, 1802. At 9 years of age he began to prepare for college, devoting to this work his winter nights till compelled by adverse circumstances to intermit such studies and devote himself to farm labor and teaching for support. Between 18 and 19 he resumed study with a view to entering the ministry, and having in ten months read the whole of Virgil seven times, 13 orations of Cicero, the Græca Minora, the Greek Testament, and 2 books of Homer, entered Middlebury College, Vermont, in 1822. Here he not only mastered the college curriculum, but studied, also, modern languages and mathematics far beyond the course, teaching at the same time, first in the Castleton Academy near by, and then in that at Norwalk, Conn. This extreme application to mental work broke down his health and prevented a further regular preparation for the ministry. Driven to teaching by the necessity for self support, he took for a term the academy at St. Albans, Vt., then taught as tutor in his alma mater, and subsequently held the Middlebury Academy, Vermont, and the Bloomfield Academy, New Jersey, spending in this way about 4 years, in 2 of which he so far advanced in theological studies as to be licensed as a preacher. In July, 1832, his health had so much improved that he ventured to receive an installation as pastor of an important church at Norwalk, Conn.; here he did noble work among an intelligent and appreciative people, engaging with much power in the doctrinal and ecclesiastical agitations of the 23 years that he continued there. He published two considerable works on The Puritans and their Principles and on The Law of Baptism, besides several minor ones. He also left ready for the press a treatise on Metaphysics and Outlines in Natural Theology. On two occasions, in 1852 and 1853, he was offered responsible theological professorships, but declined them from unwillingness to leave his church. In 1854 a renewed offer of the professorship of theology at Auburn Seminary, pressed by a committee of respected ministers, induced him to accept the place, and he entered on its duties and held it till his death, which occurred September 8, 1877. A warm hearted theologian and an excellent and systematic teacher, he made a deep impression on his pupils and left a reputation as professor second to very few.—(Memorial pamphlet of services, October 25, 1877.)

PROFESSOR JAMES ORTON.

James Orton, of Vassar College, who died near Lake Titicaca, in Peru, on May 25, 1877, was born at Seneca Falls, N. Y., April 21, 1830. He was graduated at Williams College in 1855 and in 1858 at the Andover Theological Seminary. Travelling in Europe and the East, he was ordained a Congregational minister in 1866 he became instructor in the natural sciences at Rochester University. The year following he went at the head of an expedition from Williams College to South America, discovering the first fossils found in the Amazon Valley. In 1869 he was professor of natural history at Vassar College. He rendered his lectures at the same time entertaining and instructive, and classified, with great care, the college collections of minerals, reptiles, and birds, greatly enhancing its usefulness and value. In 1870 he made a second journey across South America, from Pará up the Amazon to Belém, and in 1876 returned to undertake the exploration of the Beni River, which flows from the waters of Eastern Bolivia to the Amazon, by way of the Madeira. He died on this journey through a mutiny of his escort and a loss of a large part of his supplies. With diminished means, he still pressed on for a kindred work of exploration, but his health, already much impaired, gave way under the hardships he endured, and he died on his way to reach better country he died as above stated. Professor Orton enriched our literature with several valuable works, including the following: *The Miner's and Metallurgist's Directory*, 1849; *The Andes and the Amazon*, 1870; *Under-treasures: how and where to find them*, 1872; *The Liberal Education of 1873*, and *Comparative Zoölogy*, 1875.—(New York Tribune, October 31, 1877, Philadelphia Evening Telegraph, November 8, 1877.)

JOHN V. L. PRUYN, LL. D.

John V. L. Pruyn, of Albany, who died at Clifton Springs, November 21, 1877, filled many of the most important public positions, but was best known in his later years as chancellor of the State University, an office bestowed on him in recognition of his efforts in behalf of education. He was trained in the Albany Academy, was graduated at Union College, and practiced law in his native city. Coming from an old family of Dutch ancestry, he possessed many solid qualities and in his own community was universally respected. As regent of the university he entered upon duty in 1844, and succeeded Gerrit Y. Lansing in the chancellorship in 1862. It was one of his ambitions that the regency was a real thing and not a merely nominal one. He much enlarged the operations of the board, stimulated a higher education, and aided much in making the union schools and State academies true universities. The close examinations and better standards now prevailing are due in large measure to his influence. Born in 1811, he was about 70 years of age at the time of his death.—(New York Observer.)

CHIEF STATE SCHOOL OFFICERS.

Hon. NEIL GILMOUR, *State superintendent of public instruction, Albany.*

[Second term, 1877-1881.]

Hon. ADDISON A. KEYES, *assistant superintendent, Albany.*

OFFICERS OF THE REGENTS OF THE UNIVERSITY.

Name.	Post-office.
Charles C. Benedict, LL. D., chancellor	New York.
Frederick R. Pierson, LL. D., vice chancellor	Albany.
William Woolworth, LL. D., secretary	Albany.
John H. Pratt, Ph. D., assistant secretary	Albany.

NORTH CAROLINA.

STATISTICAL SUMMARY.

	1875-'76.	1876-'77.	Increase.	Dec
POPULATION AND ATTENDANCE.				
Youth of school age (6-21)	394, 489	408, 296	13, 807	....
Enrolled in public schools	198, 760	201, 459	2, 699	....
Average attendance		104, 173		....
SCHOOL DISTRICTS AND SCHOOLS.				
School districts for white children....	2, 702	3, 852	1, 150	....
School districts for colored children...	1, 372	1, 866	494	....
Public schools for white children		2, 885		....
Public schools for colored children		1, 550		....
Public school-houses for whites	1, 934			....
Public school-houses for colored	1, 371			....
Private school-houses for whites	545			....
Private school-houses for colored	140			....
Academies for whites	169			....
Academies for colored	5			....
Colleges for whites	22			....
Colleges for colored	2			....
TEACHERS AND THEIR PAY.				
White men examined and approved...	1, 294	1, 193		
White women examined and approved...	783	376		
Colored men examined and approved...	529	535	6	....
Colored women examined and approved.	288	278		
Whole number of teachers	2, 894	2, 382		
Monthly pay of first grade	\$40			....
Monthly pay of second grade	30			....
Monthly pay of third grade	20			....
INCOME AND EXPENDITURE.				
Whole receipts for public schools	\$501, 008	\$406, 447		\$
Whole expenditure for them	335, 663	289, 213		
Funds on hand at close of year	121, 645	115, 658		

(Return from Hon. John C. Scarborough, State superintendent of public instruction for 1875-'76, and published report from the same for 1876-'77.)

NOTES ON THE STATISTICS.—Of the children of school age reported in 1875-'76 whites numbered 257,521; the colored, 136,968. About one-half of the whites little larger proportion of the blacks were said to have been enrolled. The attendance was not given. In 1876-'77 the whites of school age were 267,265; colored, 141,031; 128,289 whites and 73,170 colored were enrolled in schools, the attendance being 62,628 of the former and 41,545 of the latter. In a written report for this year Mr. Scarborough says that the figures for both enrolment and attendance are under the truth, many counties with schools not having reported them, and many officers in reporting counties having failed to note the average attendance. The average duration of school, he says, was about sixty days. Although number of teachers (2,382) in 1876-'77 was little more than half the number of schools (4,435), he thinks that, as the school terms were short and as they began at different places at different seasons of the year, the supply of teachers was sufficed.

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

Under the new constitution of 1877, a *State board of education*, composed of all the executive officers, succeeds to all the powers and trusts of the former president and directors of the literary fund, with "full power to legislate and make all needful rules and regulations in relation to free public schools," subject to the revision of the general assembly. Of this board the governor is president.

The *State superintendent of public instruction* is made by the constitution one of the executive officers, to be elected, like the others, every 4 years, by the people. He acts as secretary of the State board of education and has general supervision and administration of the school system.

LOCAL.

The 5 county commissioners of each county, elected biennially by the people under the constitution and a new school law, compose a *county board of education* to supervise the public schools and charitable institutions, to decide controversies in school matters, and to disburse the school funds for the county.

In each county a *county examiner* is to be appointed annually by the county board to examine all applicants for teachers' certificates, grant to successful candidates certificates of 3 different grades, according to qualification, and annually report to the board that appoints him and to the State superintendent the number, grade, race, and sex of the teachers he has licensed.

A *district school committee* of 3 persons, chosen biennially by the county board, has charge of the local interests of public schools in each school district, and succeeds the former township school committee in the possession of school property.

ELEMENTARY INSTRUCTION.

GENERAL CONDITION.

Superintendent Scarborough, from various facts observed and communications received by him, gathers the impression that there is throughout the State a general awakening of interest in public schools. He hopes that out of this will grow the means to make the school system more efficient. Already he finds great improvement in the school reports and greater promptness on the part of the school officers in making them, though there is still room for advance in both directions.

An act of March 12, 1877, authorized townships with 5,000 or more inhabitants in cities within their limits to levy taxes for the support of graded public schools. This would seem to afford an opportunity to establish good city school systems; but so many cities are excepted, and so many precedent conditions must be complied with before such a tax levy can be made, that the law is not likely to effect much change.

The allowances from the Peabody fund have thus far been the chief stimulus to the establishment of graded schools under the State system, since only such schools could secure the desired allowance. The contributions for the year ending August, 1877, are stated by Dr. Sears, the secretary of the fund, to have amounted to \$7,050, of which sum \$4,350 were expended under the direction of Superintendent Scarborough. Graded schools for colored children at Charlotte, Fayetteville, Greensboro', and Raleigh were among those aided, 13 places in all receiving the benefit of the appropriation.

Dr. Sears in his report expresses essentially the same judgment as Mr. Scarborough as to the opening of better prospects for the school system, founding this judgment largely on the change made by the new constitution in removing the liability to have white and colored children mixed in the same school, a matter of great weight with the southern people.

CITY SCHOOL SYSTEMS.

NO REPORTS.

No school systems in cities are more than alluded to in the State superintendent's report, and no returns respecting such systems have been made to this Bureau for 1877.

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

The two schools, of the authorization of which announcement was made in the Report of this Bureau for 1876, were opened in 1877; that for whites, at the State University, Chapel Hill; that for colored pupils, at Fayetteville.

The one for whites—which had much of the character of an extended normal institute—began its session July 3 and continued till August 9, proving successful beyond the expectations of its most ardent friends. The enrollment reached 235, with an average daily attendance of 157, representing 42 coun

ty sections of the State.

Many of those present were teachers of some experience, desirous of preparation for more scientific work. Six regular instructors were in charge of the exercises, and the faculty of the university, with several eminent citizens, cooperated with these instructors by giving lectures, one of the professors conducting a Latin class. A good beginning was thus made with the school; great advantage from it is said to have been experienced by those in attendance; and, through the excellent arrangements made, the prospect is that future sessions will be at least as well attended.

The school for colored pupils, at Fayetteville, was established on the basis of a 3 years' course of study, the annual sessions to be of 8 months each. The applicants for admission were to be of proven moral character, 15 to 25 years old, and able to pass a good examination in easy reading, spelling, writing, and the fundamental rules of arithmetic, with a proportionate standing for higher classes. The evidence of all this was to be a certificate from the school examiner of the county from which the applicant might come. The school was opened September 3, 1877, with 40 pupils, to whom 18 were subsequently added, making 58 in all, each pledged to teach for 3 years in the State schools in return for the instruction given. The results for the first session are reported to have been encouraging.—(Special reports in State report for 1877.)

OTHER NORMAL SCHOOLS.

Normal training in a 4 years' course is given in the Bennett Seminary, Greensboro, and in a 3 years' course at Shaw University, Raleigh; to some extent also in several other schools, such as the Williston Seminary, at Wilmington, and the Washington and St. Augustine schools, Raleigh. For statistics of such of these as report themselves, see Table III of the appendix following, and a summary of it in the Commissioner's Report preceding.

SECONDARY INSTRUCTION.

HIGH SCHOOLS.

Of public high schools, as distinguished from other public schools, the State superintendent makes no report. It is hoped that under the new law for the organization of graded schools a beginning may be made in collecting information as to high school instruction, of which thus far there has been an almost utter absence.

OTHER SECONDARY SCHOOLS.

For statistics of any reporting private academic schools, preparatory schools or departments, and of one collegiate business department, see Tables IV, VI, VII, and IX of the appendix following, with the summaries of them in the Report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES.

Statistics of reporting colleges may be found in Table IX of the appendix, and in a summary of the same in the Commissioner's report preceding.

The *University of North Carolina* is reported to be rapidly regaining the prosperity it enjoyed before the war. The buildings are seven in number and afford accommodation for 500 students, with ample recitation rooms and public halls. It had in attendance, in 1877, 1 graduate student and 158 undergraduates. The university, including the State Agricultural and Mechanical College, provides classical, philosophical, scientific, legal, and normal instruction. Tuition is free to one student from each county of the State, and also to all worthy young men without means.—(Catalogue and return.)

Davidson College, in Mecklenburg County, founded in 1857, is under Presbyterian control. The regular courses of study are the classical of 4 years and the scientific of 3. An eclectic course has been arranged for persons who do not wish to complete either of the regular courses. Number of undergraduates, 75.

North Carolina College has collegiate and preparatory departments, 60 students in the latter and 13 in the former.

At *Rutherford, Trinity*, and *Wake Forest Colleges* the course of instruction appears to be the same as reported in 1876, Rutherford keeping its students till the course is completed, be the time long or short.

Weaverville College has primary and academic as well as preparatory classes, beginning the preparation of its students from the very lowest point. *Wilson College* sends no report of statistics for 1877.

COLLEGES FOR WOMEN.

Three of the colleges in this State for the exclusive instruction of women report statistics for 1877. All of them teach music, drawing, painting, and French, and 2 teach German. Two have means for illustrating chemistry and physics; 1 has a natural history cabinet; 1, an art gallery; and 2 have libraries of 600 and 800 volumes, respectively.

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SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

Agricultural Department of the State University provides for scientific study in a 4 course, particular regard being had to branches relating to agriculture and the mechanic arts, including the chemistry, botany, physics, mechanics, and zoology of culture. Mathematics, German, and French are also taught, and such knowledge of English studies as will fit pupils to be useful citizens. The number of undergraduate students attending in the fall of 1877 was 75.

Scientific Department of Davidson College has a course of 3 years, which seems to most a shortened form of the classical course, with Greek omitted.

THEOLOGICAL.

Instruction in theology is given in *Biddle University*, Charlotte (Presbyterian), *Shaw University*, Raleigh (Baptist), and in *Trinity College*, Trinity (Methodist Episcopal Church South). The two first named are especially designed to prepare colored students to be teachers and preachers for their own race. The theological department of *Carolina College* has been discontinued.—(Returns to Bureau of Education, 1877.)

LEGAL AND MEDICAL.

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North Carolina Institution for the Education of the Deaf and Dumb and the *Blind*, at Raleigh, reports for 1877 an attendance of 169 pupils, of whom 119 were white and 50 colored. In the literary department, grammar, geography, arithmetic, astronomy, and various other branches are taught, and in the industrial department, shoemaking, broom making, sewing, knitting, and mending, also the manufacture of horse collars, baskets, &c. A library has been begun and already numbered 400 volumes. The two departments for white and colored pupils are kept in separate buildings a mile apart, but they are under the same principal and board of directors. Each pupil in the institution is required to work 24 hours every day.—(Return Circular, 1877.)

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OBITUARY RECORD.

DR. ALBERT SMEDES.

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CHIEF STATE SCHOOL OFFICERS.

Hon. JOHN C. SCARBOROUGH, *State superintendent of public instruction, Raleigh.*
 [Term, under new constitution, to January, 1881.]

STATE BOARD OF EDUCATION.
 [Term, to January, 1881.]

Members.	Post-office
His Excellency Zebulon B. Vance, governor.....	Raleigh, N.C.
His Honor Thomas J. Jarvis, lieutenant governor.....	Raleigh, N.C.
Hon. Joseph A. Englehard, secretary of state.....	Raleigh, N.C.
Hon. Joseph A. Worth, State treasurer.....	Raleigh, N.C.
Hon. Samuel L. Love, State auditor.....	Raleigh, N.C.
Hon. Thomas L. Kenan, attorney general.....	Raleigh, N.C.
Hon. John C. Scarborough, State superintendent of public instruction.....	Raleigh, N.C.

OHIO.

STATISTICAL SUMMARY.

	1875-'76.	1876-'77.	Increase.	Decrease.
ATTENTION AND ATTENDANCE.				
school age (6-21).....	1, 025, 635	1, 027, 248	1, 613	.....
in public schools.....	722, 963	722, 240	.....	723
daily attendance.....	447, 139	448, 100	961	.....
in private schools.....	9, 141	10, 767	1, 626	.....
DISTRICTS AND SCHOOLS.				
districts.....	1, 347	1, 347	.....	.....
in these.....	10, 627	10, 721	94	.....
in city, village, and special districts.....	616	632	16	.....
divisions in these.....	715	714	.....	1
houses in township districts.....	10, 732	10, 744	12	.....
houses in cities, villages, &c.....	1, 148	1, 172	24	.....
number of public school-houses.....	11, 880	11, 916	36	.....
number of public school-rooms.....	14, 951	15, 504	553	.....
school-houses built.....	549	490	.....	59
value.....	\$1, 159, 350	\$803, 146	.....	\$356, 204
total public school property.....	20, 939, 557	21, 145, 527	\$175, 970	.....
time of schools in days.....	155	155	.....	.....
TEACHERS AND THEIR PAY.				
amount necessary to supply the.....	15, 559	15, 711	152	.....
teachers employed.....	22, 846	23, 003	157	.....
permanently employed.....	8, 151	8, 336	185	.....
monthly pay of men in township primary schools.....	\$39 00	\$37 00	.....	\$2 00
monthly pay of women in.....	27 00	26 00	.....	1 00
monthly pay of men in township high schools.....	65 00	63 00	.....	2 00
monthly pay of women in.....	29 00	30 00	\$1 00	.....
monthly pay of men in city, and special district primary.....	55 00	53 00	.....	2 00
monthly pay of women in.....	35 00	35 00	.....	.....
monthly pay of men in city, and special district high.....	80 00	77 00	.....	3 00
monthly pay of women in.....	53 00	53 00	5 00	.....
INCOME AND EXPENDITURE.				
receipts for public schools.....	\$3, 605, 134	\$7, 875, 904	.....	\$729, 230
expenditure for them.....	8, 462, 757	8, 036, 621	.....	426, 136
STATE SCHOOL FUND.				
permanent school fund.....	\$3, 742, 761	.....	.....	.....

of Hon. Charles S. Smart, State school commissioner, for 1876-'77, containing
 (for the preceding year.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

A *State commissioner of common schools*, elected by the people every third year, beginning with 1874, has general charge of the interests of public schools throughout the State, and it is his duty to report concerning them by January 20 in each year.

A *State board of examiners*, composed of 3 persons appointed by the State commissioner for 2 years' terms, is authorized to issue life certificates of high qualifications to such teachers as it may find to possess the requisite scholarship, character, experience, and ability. These certificates, when countersigned by the commissioner, are valid throughout the State.

LOCAL.

A *county board of examiners*, of 3 members, is formed in each county; the probate judge of the county appoints 3 competent residents originally, and the board is continued by a fresh appointment of one member in each following year in place of one whose term of office then expires. Without a certificate of qualification from this board or from the State board, no teacher may be lawfully employed in the common schools of the county or draw a salary for service.

Boards of education for cities are described under the head of *City School Systems*, further on. Such boards for village districts consist of 3 or 6 persons elected by the people for terms of 3 years, with provision for change of one-third of them each year. Those for special districts consist of 3 members, with like provision for annual change. Those for township districts are composed of the township clerk and the clerks of the local school boards in the township, which boards have 3 directors each, one of whom may be annually changed. These several boards care for all local school interests. The clerks provide for an annual census of the school population.—(School law of 1873.)

There is no county superintendency of schools, though movements have been made toward securing it. In a few cases superintendents of townships have been voluntarily employed.

ELEMENTARY INSTRUCTION.

GENERAL CONDITION.

The statistics of the State report for 1876-77 indicate progress in almost all important points except the public school enrolment. In this there was a slight retrogression as compared with the preceding year, though the enrolment in private schools advanced. In Roman Catholic schools and colleges a statement, prepared by a clergyman of that church and referred to by the State commissioner, showed 50,000 pupils of whom no account had been previously taken. But even with this addition to the 722,240 enlisted in the public schools and 10,767 in private schools, and with full allowance for all in colleges, there remain at least 230,000 who do not seem to be in any school. To bring in some part of this great number, a bill to secure to children the benefits of an elementary education was presented to the legislature in 1877 and passed March 20 of that year; but unfortunately the section on which almost the whole efficacy of the act depended was stricken out before its passage, and the law as passed can have no effective operation.

An examination of the State, city, and county reports leaves the impression that in cities and villages—where good teachers are employed at fair wages and intelligent supervision is maintained—there is excellent instruction in fair courses, with continued and decided progress; but that in country districts—where cheap teachers are the rule and where there is no supervision beyond that of school boards—there is, as in like districts in other States, much that still needs amendment. School-houses have been improved, indeed; good furniture has often been secured for them, blackboards are common, and not infrequently there are maps and libraries, but the testimony of both the State commissioner and subordinate school officers is that the informing spirit, an intelligent teacher under the spur of skilful supervision, is too largely wanting. The commissioner goes so far as to say that of the 23,000 teachers employed in the public schools at least 10,000 are as utterly unfit to teach as to practice law or medicine. One great means looked to for a remedy of this defect is the adoption of a general township school system in place of the present subdistrict plan. Another is an efficient system of supervision for the counties, such as has brought the cities up to their high standard. With this supervision and a township system also, some uniformity of text books, some fixedness of course, and some improvement in methods of instruction might be hoped for in the country schools. A bill for county supervision submitted to the legislature failed to pass; but friends of the measure still keep up an agitation in favor of it, and in many of the counties there is a demand for further efforts in that direction; it is likely that the bill will eventually become a law.

PROPORTION OF RACES AND STUDIES.

Two tables in the State commissioner's report show that of the 1,021,248 youth of

ool age 23,103 were colored, being 170 more than in 1876; and that of this number y 6,835 were in the schools for colored children, 357 less than in the preceding year.

all, however, 8,203 colored youth were enrolled, of whom 6,626 were in primary idies and 1,577 in academic; an increase of 1,197 in elementary and of 679 in higher anches. These figures indicate that a somewhat freer reception of colored pupils to schools for whites has stimulated the ambition of the former and led to an increased tendance and heartier devotion to school work.

Two other tables show that the 722,240 enrolled in all the public schools in 1876-77 ere distributed as to studies in common branches as follows: Alphabet, 99,117; reading, 587,772; spelling, 614,776; writing, 503,357; arithmetic, 484,027; geography, 38,170; English grammar, 175,290; composition, 118,785; drawing, 104,000; vocal music, 142,697; map drawing, 48,598; oral lessons, 160,943; United States history, 4,425; physiology, 5,132; physical geography, 5,449; natural philosophy, 10,283; German, 33,619. In what are considered higher branches, the distribution was: Algebra, 16,129; geometry, 3,055; trigonometry, 1,014; surveying, 115; book-keeping, 1,054; chemistry, 1,571; geology, 867; botany, 4,011; astronomy, 1,046; natural history, 608; mental philosophy, 407; moral philosophy, 151; rhetoric, 1,720; logic, 92; Latin, 4,216; Greek, 280; French, 110; general history, 2,279. The number of pupils in drawing and vocal music proves that these useful and refining studies secure a fair measure of attention. The 33,619 in German are probably in large part due to the presence of a considerable German population in the villages and cities of the State.

CHANGES IN SCHOOL LAWS.

Section 4 of the law of 1873, which made each incorporated village with the territory attached to it for school purposes a village school district, was amended in 1877 so as to leave the question of its becoming or continuing such a district to the decision of the voters in it. Section 56 of the same law was amended in its bearing upon cities of 30,000 to 75,000 inhabitants by limiting to 5 mills on the dollar of taxable property the levies in such cities for continuing schools, for purchasing sites for school-houses, for leasing, purchasing, erecting, and furnishing school-houses, and for all other school expenses. The way in which a bill for securing to neglected children the benefits of elementary education was so "amended" during its passage as to destroy all its efficacy as a law, has been already noticed under the present head, paragraph General Condition, page 196.

KINDERGÄRTEN.

True Kindergärten, in which the requirements of a youthful nature are met by a genuine child's school under a trained and capable Kindergarten teacher, the State commissioner says, may be an inestimable blessing to mothers whose household duties require all their time and attention. The State, in his opinion, as a measure of economy, can well afford to support such schools, but it cannot afford to support any more than children can afford to attend, mere counterfeit imitations.

For all particulars respecting schools of this class reporting to the Bureau for 1877, see Table V of the appendix following.

CITY SCHOOL SYSTEMS.

OFFICERS.

In city districts with 10,000 or more inhabitants, the board of education consists of either 1 or 2 members for each ward, chosen for terms of 2 years each, half being elected each year, to give opportunity for annual introduction of fresh material. In city districts with less than 10,000 inhabitants, the board is ordinarily of 6 members, chosen for terms of 3 years each; though under special acts it may consist of 3 persons, or by vote of the majority of its members of 1 person, from each ward, in each case with arrangements for a partial annual change. There are also in cities boards of examiners, of 3, 6, or 9 competent persons appointed by the board of education, one-third liable to change each year. Without examination and certificate of qualification from these examiners no one can lawfully be admitted to teach in the public schools. In most cities, too, if not in all, there are superintendents of the city schools, appointed by the boards of education.—(School law of 1873, chapters 2, 3, 7.)

STATISTICS.

City.	Population.	Children of school age.	Enrolment.	Average attendance.	Teachers.	Expenditure.
Akron <i>a</i>	16,746	4,281	2,658	2,081	50	\$85,473
Canton <i>a</i>	612,500	3,348	1,963	1,309	42	41,179
Chillicothe	613,000	3,241	1,758	1,385	43	29,741
Cincinnati	280,000	93,042	31,370	24,074	387	608,934
Cleveland	6133,650	649,014	21,659	15,044	356	207,781
Columbus	49,321	14,209	7,111	5,403	133	182,083
Dayton	655,000	10,769	5,376	4,035	119	148,536
Hamilton <i>a</i>	614,000	5,198	1,762	1,344	33	45,631
Mansfield	10,000	2,738	1,764	1,301	34	23,323
Newark <i>a</i>	611,000	3,519	1,701	1,230	38	33,671
Portsmouth <i>a</i>	612,000	3,968	2,079	1,571	41	29,696
Sandusky <i>a</i>	617,000	6,491	2,299	1,757	37	35,847
Springfield	650,000	4,995	2,835	2,095	50	62,061
Steuensville	613,500	4,376	2,285	1,751	38	37,965
Toledo <i>a</i>	650,000	13,992	7,636	4,451	129	142,467
Zanesville	18,000	5,411	2,965	2,104	63	42,798

a From written returns in whole or in part. *b* Estimated present population. *c* This is the number between 5 and 21 years of age, the only enumeration given in the printed report; the number of the State school age (6 to 21) is stated in a return to be 45,429.

ADDITIONAL PARTICULARS.

Akron.—The system here comprises 1 high school, 9 grammar and 27 primary schools. The high school enrolment in 1876-77 was 175; grammar school, 722; primary, 1,761. The average daily absence in all was only 89; the percentage of attendance on the whole enrolment, 78.3; on the number belonging, 95.9. The average daily attendance in all the schools has doubled within 9 years and in the high school it has more than quadrupled. Drawing was taught by a special instructor, who also teaches penmanship.—(Report of Superintendent S. Findley.)

Canton reports 1,910 sittings for study, an increase of 190 in enrolment over any other year, and an average cost of tuition per capita, based on average daily attendance, of only \$14.15. In the high school, which numbered 95 pupils, the cost for each of the 78 pupils in average attendance was only \$23.42, both wonderfully low rates for good instruction. Drawing is not taught, but music is. The number in private and parochial schools during the year was about seven hundred.—(Report of Superintendent John H. Lehman.)

Chillicothe has schools classed as primary, grammar, and high, each of these divisions consisting of 4 grades. Drawing and German enter into the instruction given. The high school had an enrolment of 134 pupils, and a school library of 4,557 volumes was used during the year by 2,286 readers.—(Report of Superintendent G. N. Carruthers for 1876-77.)

Cincinnati.—From this city comes the usual full report; it shows 26 district schools for white and 6 for colored pupils, 4 intermediate for whites and 2 for colored, with 2 high schools for whites and 1 for colored, besides a normal school with 113 pupils, and a city school for deaf-mutes with 24. The school buildings in use numbered 48; the school rooms, in all, 573, of which 562 were in use. Each pupil had an average of 13 square feet of floor and 190 cubic feet of space; the superintendent says that according to the best medical authorities there should be 300 cubic feet of space to each pupil. There were also 15 night schools, of which 4 were for colored pupils, the whole enrolling 3,631 pupils, 806 of them in a night high school. The enrolment in these schools was 14.2 per cent. greater than the average of preceding years, each teacher having, on an average, 51 pupils on the register and 30 in nightly attendance.

Efforts have been made during the year to secure for the school buildings of the city better ventilation and light than they have had, and the conclusion reached as to the former was that the only way to secure both proper warmth and reasonably pure air is by the use of mechanical ventilation. As to light, the prime practical suggestion is that efforts to get enough for the now poorly lighted buildings should be put forth, and that meanwhile in these, if not in all, special care should be exercised in arranging the blackboard exercises, so as not needlessly to task the eyes of pupils. To this end the superintendent urges that the exercises to be studied at a distance be made to bear a proper relation to the visual angle, distance, and degree of light, and, also, that special regard be paid to the natural capabilities of pupils as to their range of vision.

In studying arithmetic, a change was made from the order of the text book, by

ferring to the close of the year the study of such things as ratio, proportion, and aliquots, and giving the heart of the term, in the intermediate schools, to such practical matters as percentage and interest; less time, too, was given to compound numbers, the work therein being confined to learning the tables and to plain reduction, ascending and descending.

The spelling book is no longer used in spelling, dictation exercises from familiar books taking its place. Technical grammar has less attention than it had and the exercises in composition more. Penmanship secures the same fine results as formerly, at less expense. Drawing and music have their old share of attention, with excellent results.—(Report for 1876-77.)

Cleveland.—The system here comprised in 1876-77 a normal school with 49 pupils, 3 high schools with 713 pupils, and 37 grammar and primary schools with 20,897 pupils. Among the 356 teachers are 5 special teachers, namely: of music, penmanship, drawing, gymnastics, and elocution; also, 3 assistant superintendents or supervising principals, who are men, and 4 special superintendents of primary instruction, who are women. During the last 10 years the total enrolment of pupils has increased 113 per cent., while in the same time that in the high schools has increased nearly 250 per cent., showing plainly a growing demand for higher education. During this decennial period, the enumeration of youth has increased only 90 per cent., while the average daily attendance has increased 127 per cent. and the number of teachers 120 per cent. In reply to those who say that the public schools are declining in public favor, a table of comparative statistics for 10 years is given, from which it appears that of every 100 children attending all classes of schools the public schools have gained 5, of whom 2 came from the private schools and 3 from the church schools. Moreover, a comparison of the cost of public school instruction with that of the chief private school in the city shows that those who sent their children to the latter paid for the tuition of each in the grammar grade \$150 for the year, and in the primary grades \$125; while those who sent them to the public schools, if they had property subject to taxation, paid only at the rate of \$26.44 for each in any grade. The number of pupils studying German during the year was more than one-third of all in the public schools, or a monthly average of 5,959, being an increase over last year of 500. This department numbered 173 classes, of which 95 were primary, 68 grammar, 11 high school, and 1 normal. It is believed that this study has assisted rather than retarded advancement in the general work of the schools. Music, drawing, and penmanship have received, as before, a considerable measure of attention, and exercises in elocution under a special teacher have greatly improved the reading in the schools. The normal school graduated in 1877 a class of 21, and the high school classes numbered in all 68 students. Of these last, 27 were boys and 41 girls.—(Report of Superintendent A. J. Rickoff, 1877.)

Columbus.—Besides the enrolment of 7,111 pupils in public day schools, 306 attended night schools and 1,548 private and parochial schools, making a total of 8,965 who were receiving instruction. The public schools can seat 6,848. Of the 108 public schools, 1 was a high school, 38 were grammar, 64 primary, and 5 ungraded. The percentage of the average daily attendance on the average number belonging was as follows: in the high school, 95; in the grammar and primary, 94; and in the ungraded schools, 91. Cost of tuition per capita on average number belonging, \$16.22. Enrolment in high school, 433; average attendance, 360. Number of volumes in public school library, 1,705. The system of instruction aims at thoroughness in every elementary branch of study. Spelling is taught by the phonic method for the first half year with beginners; afterward by the regular letter forms, with daily exercises, carried also into every recitation throughout the course. Reading receives most attention. Nearly one-fourth of the time for eight years is given to arithmetic. Penmanship, music, drawing, German, and oral lessons in natural science help to vary and advance the training in geography, grammar, United States history, and composition.—(Report of Superintendent R. W. Stevenson for 1876-77.)

Dayton reports 114 school rooms, with 5,718 sittings. The schools are called "district schools" up to the eighth year, when an "intermediate school" comes in between them and the high school. There are, for all, 4 terms in each year; and in all, during 1876-77, the enrolment was larger and the attendance greater and more regular than at any previous period in the history of the schools. Three night schools enrolled 228 pupils, with an average attendance of 113. A city normal school had 16 pupils under training in mental philosophy, in the philosophy and history of education, in methods of teaching, and in school management. German and music enter largely into the general course of study, and the propriety of special industrial training after the Russian system is brought up for consideration. A public library, under control of the school board, was rearranged during the year and found to have 9,590 volumes left, out of about 15,000 previously reported. Of its contents, 75 per cent. are prose fiction, and its circulation of 34,838 books during the year shows how much favor it finds among the people.—(Report of Superintendent John Hancock for 1876-77, and of the library committee.)

Hamilton reports 5 school buildings with 34 rooms, of which 5 were unoccupied during the last school year; total seating capacity, 1,734. One of the public schools is for colored children, and had an enrolment of 53 children of this class out of 79 in the city of school age. The pupils are said to be under excellent instruction and to be making substantial progress in their studies. German necessarily receives large attention in the public schools from the presence of a large German population, the enrolment in German-English classes reaching 40 per cent. of the total enrolment. Drawing has also been successfully taught under a system by which the ordinary teachers, after training by a specialist, become teachers of their regular classes in this study. The results appear to have been eminently encouraging. The city high school had, for the year, an enrolment of 101 pupils.

The private and parochial enrolment of pupils here, 996, added to that in the public schools, gives a total of 2,758 youth under instruction, a little more than 53 per cent. of the children of school age.—(Report of Superintendent Alston Ellis for 1876-77, and return.)

Mansfield reports 300 in private and parochial schools additional to the 1,764 in public schools. In these last, drawing, penmanship, and music receive the attention which they merit, a special teacher of music being employed and one also of penmanship and drawing.—(Return to Bureau of Education.)

Newark.—The figures in the table are from a return by Superintendent J. C. Hartzler, no printed report having been received. It appears from this that the schools are classed as primary, grammar, and high, with probably the usual 4 grades in each division; that there are 6 school buildings, with 34 rooms for study and recitation, with 2 additional in the high school for recitation only; that there were 1 evening school and 5 private or church schools, these last enrolling 263 pupils besides those in the public schools. Special teachers of penmanship and German were employed in the city schools.

Portsmouth.—Here also the figures are from a return of the superintendent, M. S. Campbell, no report having been published for 1876-77. Classification of the schools, primary, grammar, and high; apparently no evening school. A special teacher of German was employed; the public schools occupied 40 rooms in 6 school buildings; 5 private and church schools had about three hundred pupils.

Salem, in a brief report, presents an enumeration of 1,127 youth of school age, an enrolment of 761, an average attendance of 536, the cost of tuition based on average attendance reaching only \$7.62 in the 7 primary schools, \$15.17 in the 4 grammar schools, and \$33 in the high school.—(Report for 1876-77 of Superintendent William S. Wood.)

In *Sandusky* the promotion of those pupils who will bear advancement at the beginning of the winter term is said to have proved a great help in grading the schools. The classes were taken over the ground somewhat rapidly, and when it was found that pupils understood the work well enough to justify promotion they were placed in the higher grades and the classes reviewed the work of the year. Those who remain in their grades are thus enabled to understand better what they have studied, while the transferred pupils are placed by the review on an equality with the class to which they have been advanced. Eleven months after the date of the promotions many teachers rated the advanced pupils among the best in their classes; and in one instance where 13 pupils reached 100 in an examination in arithmetic, 12 were promoted pupils. There being 970 children of German parentage in the schools above the first year, German is an optional study, and 694 German children study it, with 157 others. Drawing also receives attention.—(Report of Superintendent U. T. Curran for 1876-77.)

Springfield has the usual primary, grammar, and high school divisions, with 4 classes in each division. German, drawing, and music enter into the system of instruction, apparently through all the grades, and general progress is claimed in the character and efficiency of the instruction in these, as in other studies. The schools occupy 6 buildings, with 46 school rooms and a seating capacity of 2,648. The buildings are all in good condition and the furniture is of the modern improved style. The high school nearly doubled its enrolment in 1877.—(Report of Superintendent W. J. White for 1876-77.)

Steubenville classes her schools as primary, intermediate, grammar, and high; the primary having 6 subdivisions, the intermediate 2, the grammar and high 3 each; the completion of the whole course, however, requiring only 12 years. There are primary and grammar grades in a school for colored children. A German course reaching through 5 classes is presented, but precisely where it begins and ends does not appear. There are also special classes for teachers in arithmetic, English grammar and literature, mental philosophy, Latin, Greek, and German, with meetings of teachers each month.—(Report of Superintendent Martin R. Andrews for 1876-77.)

Toledo published no report of her schools for 1876-77, but a return from Superintendent McDonald shows, in addition to the figures in the table, an estimated enrolment of 2,200 in 10 private and parochial schools, and a system of public schools with 23 school buildings, 121 rooms, and an estimated valuation of school property reaching \$600,600. Besides teachers of the ordinary branches of study, there appear special

bers of music, drawing, French, and German, the last requiring 2 teachers. The schools have the usual division into primary, grammar, and high, with probably 4 teachers in each division.

Zanesville the schools, 52 in number, in 17 buildings, with 54 rooms for study school use and 11 for recitation and office use, were designated as colored, German-English, primary, secondary, senior, and high schools. The first 3 years in the primary course are devoted to primary studies, the next 3 to those here termed secondary, and the last 3 to the senior, while in the high school there is a business course of 2 years, an English, and a business and English, each of 3 years, with an English and Latin course for 2 years. The whole number enrolled in the public schools was 2,965; in the German-English schools, 195; in the colored, 200. The high school had 139.—(Report of Superintendent Alva T. Wiles for 1876-'77.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS AND DEPARTMENTS.

The schools of this class which present returns, by catalogue or otherwise, for 1877, are the *Northwestern Ohio*, at Ada; the *National*, at Lebanon; the *Western Reserve*, at Milan; the *Ohio Central*, at Worthington; the *Normal Department of Wilberforce University*, near Xenia; the *Ohio Free Normal School*, Yellow Springs, and the normal and training schools of the cities of Cincinnati, Cleveland, Dayton, and Sandusky. For statistics of all these, see Table III of the appendix following; for a summary of the statistics, the Report of the Commissioner preceding.

The *Cincinnati*, *Cleveland*, *Dayton*, and *Sandusky* normal and training schools belong to the public school systems of those cities, and are sustained by public school funds. The *Cincinnati* school, which reports 9 instructors and 116 lady students, has been overcrowded, and its graduates are in excess of the demand in that city for teachers of the schools. The *Cleveland* school, with 5 teachers and 41 lady students, in the fall of 1877, graduated 21 that year, and from its establishment in 1841 to that time graduated 68, of whom all but 9 were engaged in teaching in the city schools. The *Dayton* school, with 1 instructor and 16 lady students, graduated 10, of whom 2 had places in the schools. The *Sandusky* school reported 4 normal students under 18 years of age in 1877, all females and all graduated at the close of the year. Its course is 3 years. Of its graduates 9 are teaching in the public schools.

The *Northwestern Ohio Normal School*, at Ada, reports in its catalogue for 1877 the consolidation with it of the *Northwestern Normal*, formerly at Fostoria. For several reasons, especially because the similarity of names gave rise to confusion, it was judged best to unite the two schools. Besides the teachers' course, covering 2 years, classical, scientific, commercial, preparatory, and musical courses are provided, giving it largely an academic character. Its enrolment of normal students for 1876-'77 was 391.—(Catalogue and return.)

The *National Normal School*, at Lebanon, besides its course in normal training, has a preparatory, classical, scientific, engineers', and business courses, giving it also an academic aspect. In the teachers' course, two terms of 10 weeks each are ordinarily pursued to obtain a teachers' certificate, and 3 terms, a diploma. The shorter course, as is said, prepares teachers to manage a grammar school, as well as any school of lower grade. The branches pursued are English grammar, arithmetic, geography, map drawing, physiology, United States history, penmanship, objective drawing, recitation, and the art of teaching and school management. Instructors, 17 in 1877; students in normal courses, 1,245.—(Catalogue, 1877, and return.)

The *Western Reserve Normal School*, at Milan, reports 6 instructors and 153 normal students for 1877, one of the instructors being non-resident. Its full course is 4 years. It graduated no students in 1877.

The *Ohio Central Normal School*, at Worthington (apparently much more strictly than the *Ohio Central* preceding a school for training teachers, though on a less extended scale), offers three distinct, though related, courses of study, the elementary normal, the English normal, and the classical normal; the first requiring 1 year, the second 2 years, and the third 3. A model school has been organized in connection with the course of study; also, a business department and a genuine Kindergarten, for the development of little children according to Fröbel's method and for the training of ladies as Kindergarten teachers. Regular instructors, 6; normal students, 190 in fall term of 1877; graduates in that year, 14.—(Catalogue.)

The *Ohio Free Normal School*, at Yellow Springs, a department of Antioch College, was organized in 1876. It charges no tuition to persons over 17 who declare their intention to teach for at least 1 year after leaving the school and who pass a satisfactory examination in the English branches usually taught in public schools. The course of study is arranged for one year. There were 4 instructors in 1877, and 58 students; graduates, 12.—(Catalogue of Antioch College.)

The *Normal Department of Wilberforce University*, near Xenia, embraces preparatory, scientific, and classical courses, and a "practical" school. The course of study covers 3 years. Its aim is to train teachers for colored schools, but it appears to have been used during 1876-'77.—(Catalogue and return.)

Besides these there appear in Table XXX of the State report 2: the *Genees Normal School*, at Geneva, Ashtabula County, with 7 teachers and 146 students, of whom 55 were in the regular course, 2 being graduated; and the *Hopedale Normal School*, at Hopedale, Harrison County, with 6 teachers and 125 students; number in regular course not given, though it is stated that 1 was graduated from that course.

Normal departments or classes existed in Buchtel, Hiram, Mount Union, and Xenia Colleges and in Baldwin and Ohio Wesleyan Universities. Xenia held a summer normal of 5 weeks, beginning July 23, 1877. The University of Cincinnati announces that it has made arrangements for summer instruction of teachers in mathematics and astronomy, its facilities for which are good.

The Medina Normal School has been consolidated with the Northern Indiana Normal, and the Republic Normal School has been closed.

SPECIAL NORMAL INSTRUCTION.

A normal institute for instruction in drawing was held in Sandusky, by Prof. L. A. Thompson, in the summer of 1877.

Another, combining instruction in science and art, was held at Columbus under the auspices of professors in the Agricultural and Mechanical College there.

At Columbus, a training class for Kindergarten teachers or those proposing to become such was conducted in 1877 by Miss M. H. Ross, for what time or with what attendance is not stated.

INSTITUTES.

County teachers' institutes, as well as institutes in cities, are provided for in the school law, but they are not made imperative. They must continue in session at least 4 days, and during their sessions any teacher in a public school of a county in which one is in progress may dismiss his or her school without forfeiture of pay in order to attend it. No union school, however, may be so dismissed unless a majority of teachers in it are in favor of such dismission. The expenses of these institutes are paid out of the surplus of the fees for examining teachers, after paying all expenses of such examination.

The institutes for 1876-'77 were held in 81 counties, some counties having two; 10,103 members attended. The State commissioner, who was present at very many of the meetings, found a marked improvement in the interest taken in the institutes, not only among the teachers but also among the people of the places at which they were held.

EDUCATIONAL JOURNAL.

The Ohio Educational Monthly, published at Salem, now sharing with the Pennsylvania School Journal the honor of being the oldest of our school journals, continued throughout 1877 to furnish large amounts of information as to local and general school matters, with free discussion of important educational questions. The editor is Hon. W. D. Henkle, formerly State commissioner of common schools.

SECONDARY INSTRUCTION.

HIGH SCHOOLS.

The number of pupils in public high schools in 1876-'77 is stated by the school commissioner to have been 27,395, which is an advance of 1,795 on the enrolment of the preceding year. Of this number, 1,188 were in township district high schools and 26,207 in those of city, village, and special districts. The relative numbers in each high school study have been already given.

But while thus presenting full and clear statistics of public secondary training in his State, Mr. Smart devotes considerable space to a renewal of the argument in his previous report against the present character of high school training. He does not deny the lawfulness of public high schools under existing statutes; does not deny that a strong feeling in favor of them has been shown by the great body of our educators; does not deny that "a rule requiring instructors in the common schools to be prepared to teach and advising pupils to study other and higher branches" than the fundamental ones, would be a "reasonable" rule. He does, however, question the expediency of high school training as now given; denies that the results from it are proportionate to the expenditure; and doubts whether public feeling in respect to it will continue to justify this expenditure, unless there should be a rearrangement of the studies which may give greater prominence than is at present given to preparation for mechanical and industrial pursuits. "High schools," he says, "must be reorganized. Fewer studies, and those more suitable to the requirements of the masses, must constitute the course of secondary instruction, and many more instructors than are now employed must be engaged to teach these branches." Unless this is done, he thinks that "high schools should be abandoned as a superficial and educational extravagance."

¹ The effort here is to make an exact report of the author, as other views are exactly reported elsewhere. See *Secondary Instruction* in California, Massachusetts, Minnesota, Missouri, &c.

OTHER SECONDARY SCHOOLS.

or 1877 there were 20 academies and other private schools of kindred grade that reported to Mr. Smart, in accordance with existing law, against 18 such in the preceding year, the reports showing 119 regular instructors and 2,055 students against 83 instructors and 2,052 students in 1876. Five of these institutions, however, were non-schools, with 32 teachers and 1,090 pupils, the subtraction of which would make considerable difference in the sum.

or statistics of secondary institutions reporting to this Bureau, such as business colleges, private academic schools, preparatory schools, or preparatory departments of colleges and universities, see Tables IV, VI, VII, and IX of the appendix following, and summaries of them in the Report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES.

room want of space for notice of the courses in the various colleges and universities, reference is made to the description of these courses in the Report of the Commissioner of Education for 1876. The following changes or additions, however, may be noted: *Aldwin University*, Berea, drops from its catalogue for 1877 the course in pharmacy mentioned in the previous year, and substitutes for it a commercial course.

Mayon College, Gambier, also adds, in her catalogue for 1876-'77, a commercial course whose previously spoken of in connection with her preparatory school.

Emison University, Granville, in addition to the courses before given, offers special instruction in elocution and vocal music.

Eastern Reserve College, Hudson, has added to the other courses one in which modern languages are substituted for the Greek.

Marietta College, Marietta, has instituted a course occupying the same time as the classical course and embracing all its studies except Greek, for which will be substituted additional work in modern languages and in natural and physical science.

Oberlin College, Oberlin, has in its preparatory department, mentioned last year, an English division not then noted, and meant to prepare for what is termed the literary course in college.

Westerville University, Westerville, besides the courses indicated, has arrangements for special instruction in modern languages, instrumental and vocal music, drawing, and painting.

Yellow Springs College, Yellow Springs, has a normal school not noted in last year's account. The *University of Cincinnati* also has a school of design, not then referred to, which was opened in 1869. It presents a 4 years' course of art instruction, which has become an important factor in the industrial training of the West. Beginning with only 30 students, about four hundred are now enrolled. The school's work in carving attracted much attention at the Centennial, and draws continually increasing numbers.

Besides these, the following, which had no notice of their courses in the Report of the Commissioner of Education for 1876, furnish this information for some part of 1877: *Buchtel College*, Akron, with classical and scientific courses of 4 years each, has a normal course of 3 years, and arrangements for preparatory and normal training. It opens to both sexes its advantages for liberal education.

Franklin College, New Athens, also with classical and scientific courses, begins the study of the freshman year in the former with Virgil's Eclogues; the Greek, with Prodicus. There is a preparatory department to give special training for the college. Both sexes are admitted.

Muskingum College, New Concord, has preparatory, collegiate, normal, and musical departments, the collegiate divided into classical and scientific. Its classical course begins, however, with a part of Caesar in the Latin of the freshman year, and with Sophocles' *Anabasis* and the Greek grammar.

Ohio Central College, Iberia, invites both sexes to its halls on equal terms, and provides for preparatory and collegiate instruction, the latter in classical and scientific courses.

Willoughby College, Willoughby, also for both sexes, has literary, commercial, and musical departments, the first covering 4 years of either classical or scientific study. The scientific differs from the classical only in allowing the student to omit all the Greek, or both the Greek and Latin, after the freshman year, substituting therefor German during 2 years.

We learn from the Ohio Educational Monthly of the establishment, apparently in 1877, of a new institution, the *Rio Grande College*, in Gallia County.

For statistics of all reporting colleges, see Table IX of the appendix following, and a summary of it in the Report of the Commissioner preceding.

COLLEGES FOR WOMEN.

Besides the opportunities afforded women in colleges open to both sexes, there are at the State a number exclusively for them, 11 of which report for 1877. All these

teach music, drawing, French, and German; 10 teach painting, and 2 Italian; 9 have means for illustration in chemistry, and 8 in physics; 2 have art galleries; 4, gymnasiums; and 10 libraries ranging from 500 to 2,500 volumes, and aggregating 15,733.

For full statistics, see Table VIII of the appendix, and a summary in the Commissioner's Report preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *Ohio Agricultural and Mechanical College*,¹ at Columbus, founded on the congressional land grant of 1862, was opened in 1870. The total value of endowment and property now exceeds a million dollars.

The departments of instruction are as follows: (1) Physics and mechanics, (2) chemistry, (3) zoölogy, (4) botany, (5) geology, (6) agriculture, (7) mathematics, (8) civil engineering, (9) English, French, and German languages, (10) Latin and Greek languages, (11) mechanical and free hand drawing, (12) military science and tactics, and (13) mining and metallurgy. The most valuable advance of the year past was the establishment and equipment of a department of mining and metallurgy. This was ordered by the State legislature in an act passed May 7, 1877, \$1,500 being at the same time appropriated to equip the new department. In order to make place for it, the professorship of political economy and civil polity was abolished. The legislature increased the board of trustees of the college from 5 to 20, so as to include one member from each congressional district of the State.

There was an attendance of 251 during the year 1876-77, a gain of 109, or 77 per cent. over the previous year. Fifty counties of the State and six States of the Union were represented.—(Report, 1876-77.)

Scientific instruction was also provided in the *Toledo University of Arts and Trade*, but a return received by the Bureau states that the institution was closed in 1871, owing to financial embarrassment.

At the *Observatory of the University of Cincinnati* instruction is given in astronomy and the mathematical processes which relate to it.

THEOLOGICAL.

For names and statistics of the theological institutions which report for 1877, see Table XI of the appendix following, and a summary of it in the Report of the Commissioner preceding.

A majority of these institutions have a course of 3 years, some of 2 years, while others report it 4 or 5 years. In these last instances, most probably, some preparatory training is included in the course. Of the students in attendance a comparatively small proportion had received degrees in letters or science. The *Lane Seminary*, at Cincinnati (Presbyterian), and the *Union Biblical*, at Dayton (United Brethren), require a collegiate or other preparation for entrance.

LEGAL.

The *Law School of the Cincinnati College*, with a course of 19 months and an attendance always considerable, has not yet followed the example of some other schools in requiring special literary qualifications for admission. For statistics, see Table XII.

MEDICAL.

Statistics of the various medical colleges and medical departments of other colleges, as well as pharmaceutical and dental schools reporting to this Bureau, may be found in Table XIII of the appendix following, and a summary in the Report of the Commissioner preceding.

Of these institutions, the *Cincinnati College of Medicine and Surgery*, the *Medical College of Ohio*, and the *Miami Medical College*, all in Cincinnati, have graded courses covering the work of 3 years, which they encourage and advise their students to take, though they require only 2 years of study in the college. The *Medical College of Ohio* has also a course still more advanced for college pupils, which non-graduates in arts may not enter without a preliminary examination as to qualifications. The *Cleveland Medical College* and the *Medical Department of the University of Wooster*, in the same city, have both second annual courses, beginning in April and extending into the summer, which students are encouraged to attend in addition to the regular winter course, with a view to fuller qualification for future work. The former offers to those who have graduated at literary colleges a medical diploma a year earlier than others who have not so graduated. The latter, to induce full preparation for practice, offers to students who have attended 2 full courses in its halls a free ticket to a third course.—(Catalogues.)

¹From a circular received since the notice given was written, it appears that the name has been changed to the *Ohio State University*.

Medical College, Cincinnati (homœopathic), has now 2 annual courses of varying 9 months, instead of the former 5.—(Catalogue.)

College of Dental Surgery, at Cincinnati, advises, but does not require, a very qualification for its course.—(Catalogue.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

Institution for the Education of the Deaf and Dumb, at Columbus, had an attendance in 1877 of 508 pupils, who were taught in 23 classes the studies usually pursued in public schools. The departments are graded as primary, grammar, and articulation and lip reading were successfully taught during the year. The students are shoemaking, bookbinding, and printing. Manual labor is required of all pupils, the maximum of time it is imposed being 2½ hours daily.—(Report of institution for 1877.)

Cincinnati Day School for the Deaf and Dumb, founded in 1875, had an attendance in 1877 of 105 pupils, of whom 17 were males and 88 females. The school is under the management of a board of education, and the branches taught are the same as those taught in common schools.—(Return.)

EDUCATION OF THE BLIND.

Institution for the Education of the Blind, at Columbus, organized in 1837, at that date, had 952 pupils under instruction, and reports for 1877 an attendance of 1,000. Pupils are taught the common and higher English branches and Latin, employments as cane seating, broom making, beadwork, knitting, hand and machine sewing.—(Return for 1877.)

EDUCATION OF THE FEEBLE-MINDED.

State Asylum for the Education of Idiotic and Imbecile Youth, at Columbus, had in 1877 1,100 feeble-minded children during 1877, of whom 271 were males and 829 females. The education includes the simple elements taught in the common schools, as far as practicable; a course of training is also given in the more practical matters of daily life, such as the cultivation of habits of cleanliness, propriety, and industry; while the development of a capacity for useful occupation is attempted.—(Printed report, 1877.)

INDUSTRIAL AND REFORMATORY TRAINING.

Industrial School Association aims to afford instruction in domestic industries to the children of the poor. A day school was planned for 1877, but the limited resources of the society prevented the carrying out of this idea. A Saturday sewing society was kept up, and measures were taken to secure a permanent place for the same.—(Annual report.)

Cincinnati House of Refuge afforded school instruction and training in various mechanical industries to an average of 190 boys and 44 girls during 1877, and aims to make the place a good industrial school to train head, heart, and hand, and to prepare each pupil to go out into the world fitted to prosecute some useful occupation.—(Report for 1877.)

Industrial Home, Cincinnati, which had received and trained 336 up to December 1876, and had in that month 203 in training, makes no return of its income for 1877.

Reform School, which gives its inmates a common school training, with a variety of industrial pursuits, received 227, discharged 149, and had at the close of the year 502 boys.—(Return of superintendent for 1877.)

EDUCATIONAL CONVENTIONS.

OHIO STATE TEACHERS' ASSOCIATION.

The annual session of this association at Put-in-Bay, July 3-5, appears to have been important. The attendance was large, and some of the teachers traveled more than four hundred miles to reach the place of meeting. Besides the inaugural address of President Findley, the following papers and addresses were presented: "The schools to accompany graded schools," by M. R. Andrews, of Steubenville; "The metric system," by Professor T. C. Mendenhall, of the Ohio Agricultural College, Columbus; "Suspension from school as a means of discipline," by J. H. Campbell, of Portsmouth; "High schools and colleges," by President E. T. Gambier; "Some reasons why drawing should be taught in our public schools," by L. S. Thompson, professor elect of industrial art in Purdue University; "The reform," by E. O. Vaile, of Cincinnati; "The past and the future of education," by Hon. T. W. Harvey, of Painesville; "The educational work and place of

Ohio," by President Israel W. Andrews, of Marietta; "The Centennial educational exhibit of Ohio," by Hon. C. S. Smart, commissioner of common schools. An historical sketch of the life of the late Col. John A. Norris, ex-commissioner of schools, was given by R. W. Stevenson, of Columbus, and drew forth several earnest eulogies of the deceased.

Discussions of great interest followed the reading of many of these papers, prominent among which may be mentioned those on spelling reform and the suspension of pupils from school. The papers of Professors Mendenhall and Thompson excited such interest as to lead to a special separate publication of them. An interesting feature of the meetings, in connection with the discussion of the metric system, was a large case full of metric measures exhibited in the office of the Put-in Bay House, on behalf of the Metric Bureau of Boston, which is selling measures and weights at half cost price, in order to educate the people in the use of the metric standards.

A number of high school principals presented a series of resolutions, with a preamble in which it was claimed that certain statements in the last report of the State commissioner relative to the cost of high schools as compared with other grades are erroneous; the resolutions provided for a committee of 3 to ascertain, so far as possible, the actual cost of the high schools of the State, including buildings, instruction, &c., and report at the next annual meeting of the association. The resolutions were adopted, and E. W. Coy, of Cincinnati, E. H. Cook, of Columbus, and H. P. Ufford of Chillicothe, were appointed a committee.—(Ohio Educational Monthly, August September, and October, 1877.)

GENERAL OHIO TEACHERS' ASSOCIATION.

The meeting of the association, in Chillicothe, October 26-27, is reported to have had an attendance of nearly five hundred teachers, among whom were many prominent in the profession. Besides the inaugural address, by Superintendent R. W. Stevenson, of Columbus, addresses and papers were presented on "The public high school," by E. H. Cook; "School reforms," by A. J. Willoughby; "The unexamined work of the teacher," by J. H. Brenneman; "The safety of our Republic," by James C. Murray; "The elements of success in teaching," by Lissa Daugherty, and "The advantages of a compulsory system of education," by Lottie L. Watt. A lecture was also given by the State commissioner of common schools elect, Hon. J. J. Burns, on "Man," to an audience of about seven hundred teachers and others. The lecture was reported as entertaining throughout, and richly illustrated with apt examples from both physical and linguistic sources.—(Ohio Educational Monthly, December, 1877.)

NORTHWESTERN TEACHERS' ASSOCIATION OF OHIO.

This body met at Allentown, December 27-28, 1877. After the inaugural address, by Superintendent G. W. Walker, of Lima, papers and addresses were presented as follows: "Our common schools—their relation to the future;" "Need of tact in the school room;" "The practical teacher;" "Trinity of success: earnestness, concentration, and perseverance;" "The German language in our public schools;" "Mensuration taught objectively;" "Primary teaching;" "Normal schools: their work in the future;" and the "True theory of the earth's daily revolution."—(New-England Journal of Education.)

EASTERN OHIO TEACHERS' ASSOCIATION.

The meeting of the association was held at Bellaire, November 30 and December 1, 1877. Among the papers and addresses were "The examination test;" "Mathematics;" "The cultivation of the memory;" "The true place of the high school in a system of public schools," and "Characteristics of the model teacher."—(Ohio Educational Monthly, December, 1877.)

OBITUARY RECORD.

EX-COMMISSIONER J. A. NORRIS.

Hon. John A. Norris, State commissioner of common schools from 1866 to 1869, died January 19, 1877, at Columbus, in the forty-second year of his age. Born near Painesville, Lake County, of parents who had come to Ohio from New Hampshire, he received his early training in the schools of his native State, and began early as a teacher. He obtained through teaching the means for collegiate study, which he prosecuted first at Madison College, Antrim, 1855-1856, and next, 1857-1860, at Kenyon College, Gambier, where he was graduated. Engaging then as a teacher in Louisiana, he soon experienced the difficulty of maintaining at once loyalty and peace, when all around him were the movements toward a civil war. Returning to Ohio, he began again to teach, this time as principal of the high school at Cadiz, of the schools in which place he was soon made superintendent. Afterward, resigning this position, he raised a company, went into the army as captain of it in August, 1862, and after two years of active and honorable service he came out as colonel, having lost his right leg in

n. The next year, 1865, he was nominated for State commissioner of common schools, elected, and served with such efficiency as to win over to him even those who were doubtful of his capacity to fill the place. Better supervision, as a means to better teachers and better schools, was the great end aimed at during his term of office. county superintendency which he especially desired to obtain for the whole State, he did not succeed in securing from the legislature. But the desire for it and the improvement it was hoped that it might bring, he did succeed in infusing into the great body of the teachers of the State, and they aided him in his endeavors. He was himself so popular in his first term that he was easily reelected; but after a year of service he resigned, May, 1869, to accept the more remunerative position of State agent at Columbus; this place he held until his death.—(Ohio Educational Monthly, October, 1877.)

CHIEF STATE SCHOOL OFFICERS.

Hon. JAMES J. BURNS, *State commissioner of common schools, Columbus.*

[Term, 1878-1881.]

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OREGON.

STATISTICAL SUMMARY.

	1875-'76.	1876-'77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (4-20).....	48,473	50,649	2,176	.....
Enrolled in public schools.....	27,426	45,584	18,158	.....
Average daily attendance.....	15,565	30,389	14,824	.....
Attending private schools.....	3,441	4,341	900	.....
Attending no school.....	13,143	.....	.....	.....
SCHOOL DISTRICTS AND SCHOOLS.				
Districts reporting.....	769	.....	.....	.....
Public schools of ordinary grade.....	728	.....	.....	.....
Public schools of advanced grade.....	17	.....	.....	.....
Public school-houses.....	732	.....	.....	.....
Value of public school property.....	\$442,540	\$450,560	\$8,020	.....
Private schools of primary grade.....	105	.....	.....	.....
Private schools of advanced grade.....	17	.....	.....	.....
Private schools of collegiate grade.....	10	.....	.....	.....
TEACHERS AND THEIR PAY.				
Men teaching in public schools.....	619	720	101	.....
Women teaching in public schools.....	407	502	95	.....
Average monthly pay of men.....	\$49 20	\$50 00	\$0 80	.....
Average monthly pay of women.....	34 73	35 00	27	.....
INCOME AND EXPENDITURE.				
Whole receipts for public schools.....	\$269,822	\$308,373	\$38,551	.....
Whole expenditure for them.....	233,963	241,893	7,930	.....
STATE SCHOOL FUND.				
Whole permanent school fund.....	.....	\$509,000	.....	.....

(Printed report of Hon. L. L. Rowland, State superintendent of public instruction, for 1875-'76, and written return from the same for 1876-'77.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

A *State superintendent of public instruction*, to be elected by the people every four years, beginning with 1874, is the officer first mentioned in the existing school law, and is given by it "general superintendence of the county and district school officers and of the public schools." He reports biennially to the legislature.

A *State board of education* is formed of the governor, secretary of state, and superintendent of public instruction. Of this board the superintendent is the secretary. It has the power to order a series of text books to be used in the public schools, to prescribe rules for the government of these schools, and, sitting at its semi-annual meetings as a board of examination, to issue to approved teachers life diplomas, good throughout the State; State diplomas, good for six years; and State certificates of 2 grades, one good in any county for 2 years, the other for six months.

LOCAL.

In each county a *county superintendent of common schools*, chosen biennially by the people, is to establish school districts, apportion school funds, care for the school lands, examine and license teachers, and visit the schools twice a year. He is to make an-

report of the schools to the State superintendent and like report of the schools to the county court.

Each school district 3 *directors*—chosen originally as one body by the people, and presently liable to change of one member annually by new election—have charge of employment of teachers for the district schools, of the purchase, building, or leasing of school-houses, and of other things pertaining to education.—(School law 2.)

ELEMENTARY INSTRUCTION.

GENERAL CONDITION.

The statistics furnished by the State superintendent indicate advance at all points, increased enrolment and higher average attendance in public schools exceeding any thousands the increase of school population, while 900 additional scholars are in private schools. School-houses, value of school property, number and wages of teachers, income and expenditure for public schools have all considerably increased; expenditures, however, being prudently kept largely below the income.

CITY SCHOOL SYSTEMS.

OFFICERS.

In each of the cities included in the table given below, there is a board of education members and a city superintendent of schools.

STATISTICS.

City.	Population.	Children of school age.	Enrolment.	Average attendance.	Teachers.	Expenditure.
Portland.....	15,000	3,139	2,085	1,323	33	\$40,864
Salem.....	6,000	1,400	680	317	11	.....

ADDITIONAL PARTICULARS.

Portland the schools are classed as primary, grammar, and high, there being 14 first class, 12 of the second, and 1 of the third. A subdivision of grades within classes gives 6 in the 2 lower and 3 in the high school. One year is assigned for work of each grade, thus providing for the completion of the whole school course in 7 years. The standing and advancement of pupils are tested by semi-annual examinations, and these are said to have exerted a healthfully stimulating influence, necessitating industry, fostering promptness, and inducing pupils to do the right thing at right time. Walter Smith's system of industrial and artistic drawing was introduced into all the schools in February, 1877, one lesson a week being given in each of the fifth and sixth grades; in all the others 2 lessons a week. The results are said to have been fairly encouraging.—(Report of Superintendent S. W. King for 1877.)

Salem the schools are classed as primary and advanced, and at least 5 grades each, with 2 divisions in the 2 higher grades. Calisthenic exercises have been introduced to some extent. Discipline is said to be good. There is a settled course of study, which 6 pupils completed in 1877.—(Report of Superintendent J. T. Gregg for 1877 and letter from the same.)

TRAINING OF TEACHERS.

INSTITUTES.

The State not having yet provided any normal school, the only means for professional training of those who are to teach the children in the public schools is the holding of teachers' institutes. The law requires that one institute for each judicial district and also for the State at large shall be held annually by the State superintendent.¹ The last biennial report showed that this requirement had been fairly met by Dr. Rowland.

The year 1877 not being one for official reports, no information respecting the teachers' institutes has come from any official source.² But from Superintendent Rowland has come a programme of the annual State institute, which, in accordance with the law, was appointed to be held at Salem, August 21-24 in that year. This programme announced an address of welcome from the governor, a lecture by the presi-

¹ The annual State institute must, by law, be held at the State capital. The places for holding the institutes are left discretionary.

² The last called a State institute, probably a district institute, is said by a correspondent of the Pacific Coast and Home Journal to have been held at Portland, August 28-30, 1877, with good attendance, interesting addresses, thorough harmony, and entire success.

dent of the State Agricultural College, and papers on such practical subjects as spelling, the word method of teaching reading, how to familiarize children with the use of language, mental arithmetic, drawing in schools, a graded system of music in school, natural science in schools, composition, the Kindergarten, and school government.

EDUCATIONAL JOURNAL.

The Oregon Educational Monthly appears to have come to an end in 1876, with the completion of its first six months, and not to have been since revived.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

There being no State report for 1877, information for that year respecting these schools is wanting except as to the one at Portland. This had an enrolment of 142, an average of 102.4 belonging, and 97 in daily average attendance, under 3 teachers. The course included, besides higher English studies, Latin, German, and French, and every pupil was required to study at least one of these languages. There were, however, some remonstrances against this rule from parents who desired for their children only a thorough English course, and the superintendent held that their wishes should be heeded. There will therefore probably be a division of the course into two, one of which may include the languages mentioned and the other be wholly English.

State Superintendent Rowland, in his last biennial report, said that the number of pupils in advanced studies in the hundreds of schools of ordinary grade in Oregon shows the need of high schools at all the county seats.

OTHER SECONDARY SCHOOLS.

Statistics of private and corporate schools of this class, such as business colleges, academic schools, schools preparatory to college, and preparatory departments of colleges, may be found in Tables IV, VI, VII, and IX of the appendix following, and summaries of them in the Report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES.

The University of Oregon, at Eugene City, was organized in August, 1876, with a president and 2 professors for the collegiate department and a principal and assistant for the preparatory department. It was opened on the 16th of October following. There was an attendance of 80 in the collegiate department, of whom 24 were women, while the preparatory numbered 75 (men 32, women 43), making a total of 155 students for the first year of regular work. The studies pursued were Latin, Greek, higher algebra, geometry, trigonometry, surveying, calculus, physical features, physiology, zoölogy, composition, and rhetoric. Ninety free scholarships are provided for, being distributed among the several counties in proportion to the number of members each has in the legislative assembly. Only 43 of these were filled during the year.—(Report of board of regents.)

For statistics of other colleges, see Table IX of the appendix following.

COLLEGE FOR WOMEN.

The only institution for the superior instruction of women reporting statistics for 1877 is St. Helen's Hall (Protestant Episcopal), at Portland. There were attending this school 111 pupils, of whom 71 were pursuing the regular course, 30 were in the preparatory department, and 10 were in special or partial courses. Music, drawing, painting, French, and German are taught. The school has material for the illustration of chemistry and physics; it has a cabinet of natural history, a gymnasium, and a library of 550 volumes.—(Return.)

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *State Agricultural College*, at Corvallis, reports a course of study covering 6 years, distributed in the following schools: (1) Physics, including chemistry, natural philosophy, and biology; (2) mathematics; (3) moral science; (4) languages, ancient and modern; (5) history and literature; (6) engineering; and (7) special studies of agriculture. The department of engineering has not yet been fully organized for want of funds, but some of the studies belonging to that branch are taught. The degrees conferred by the institution are A. M., A. B., B. S., and graduate of a school. There was an attendance during 1876-77 of 49 students in the agricultural department.—(*Catalogue, 1876-77.*)

MEDICAL.

Report for 1877 has been received from the medical department of Willamette University, which is the only professional school in the State. No preliminary examination except as to character, is required for entrance. The course of instruction is in 2 terms of lectures, which have been heretofore of 4 months each, but are now reduced to cover 6. In order to be graduated, students are required, as in most other colleges of the country, to study medicine with some reputable practitioner or physicians, including the lectures at this school.—(Circular, 1876-77.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

Oregon Institute for the Deaf and Dumb, at Salem, founded in 1870, has since given instruction to 43 pupils, and reports for 1877 an attendance of 28, of whom 15 were males and 13 females. The branches studied are English composition, geography, history, and arithmetic. No employments are taught.—(Return, 1877.)

EDUCATION OF THE BLIND.

Oregon Institute for the Blind, at Salem, has been in existence 6 years, during which it has had 18 pupils under instruction. The present number is 10. Besides the branches usually studied by the blind, all kinds of plain and fancy sewing, bookbinding, and embroidery are taught.—(Return, 1877.)

CHIEF STATE SCHOOL OFFICERS.

Hon. L. J. POWELL, *State superintendent of public instruction, Salem.*

[Term, September 1, 1878, to September 1, 1882.]

STATE BOARD OF EDUCATION.

Members.	Post-office.
Gov. S. F. Chadwick, governor.....	Salem.
Earhart, secretary of state.....	Salem.
Powell, State superintendent of public instruction.....	Salem.

PENNSYLVANIA.

STATISTICAL SUMMARY.

	1875-76.	1876-77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Children of school age (6-21) in 1873..	1,200,000	1,200,000	-----	-----
Enrolled in public schools.....	902,345	907,412	5,067	-----
Average attendance.....	578,718	575,597	-----	3,121
Percentage of attendance on enrolment.	78	74	-----	4
Pupils in private schools.....	27,565	26,240	-----	1,325
Estimate of children in no school.....	34,197	37,979	3,782	-----
SCHOOL DISTRICTS AND SCHOOLS.				
Public school districts.....	2,103	2,145	42	-----
Districts having libraries.....	108	69	-----	39
Public schools.....	17,497	17,783	286	-----
Number of these graded.....	5,957	6,290	333	-----
Number in which books are uniform..	12,867	13,198	331	-----
Number in which the Bible is read...	12,539	12,927	388	-----
Number in which drawing is taught..	2,659	4,191	1,532	-----
Number in which vocal music is taught.	3,605	4,099	494	-----
Number in which higher branches are taught.	1,889	2,074	185	-----
Separate schools for colored youth....	73	68	-----	5
Duration of public schools in days....	150	149	-----	1
Private ungraded schools.....	345	358	13	-----
Private academies and seminaries....	207	169	-----	38
TEACHERS AND THEIR PAY.				
Teachers in public schools.....	20,192	20,652	460	-----
Average monthly pay of men.....	\$39 76	\$37 38	-----	\$2 38
Average monthly pay of women.....	33 60	32 30	-----	1 30
Teachers in private schools.....	960	929	-----	31
INCOME AND EXPENDITURE.				
Whole income for public schools.....	\$9,526,548	\$9,022,669	-----	\$503,879
Expenditure for them.....	9,163,929	8,583,379	-----	580,550
Expenditure, including orphan and normal schools.	9,624,459	8,964,036	-----	660,423
SCHOOL PROPERTY.				
Valuation of public school property..	\$26,265,926	\$25,460,762	-----	\$805,164

a This figure does not appear in the State report. It has been obtained by adding the income reported by the State superintendent for the State, exclusive of Philadelphia, to the income reported by the city superintendent of Philadelphia.

(Reports of Hon. J. P. Wickersham, State superintendent of public instruction, for the two years indicated and returns from the same.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

A State superintendent of public instruction, appointed by the governor with consent of the senate for a term of four years, with the aid of 2 assistants designated by himself, has charge of the public school interests of the State at large.

LOCAL.

A county superintendent for each county except Philadelphia is chosen every 3 years by a convention of the school directors, at the county seat, on the first Tuesday of May. He must be a person of literary and scientific acquirements and of skill and experience in the art of teaching; the proof of this to be a collegiate or normal school diploma, or a certificate of qualification as a teacher from a State normal school or from a county, city, or borough superintendent, the latter issued at least a year before his election. He must, too, have had 3 years' successful experience in teaching prior to the date of his election. A certificate from the State superintendent may take the place of either the others mentioned.

City and borough superintendents are chosen every 3 years by the school directors of most cities and boroughs with a population of over 7,000 inhabitants, at the same date as the county superintendents.

Township superintendents are not provided for by law, but at least one has been permitted to hold office, and an extension of the number of such officers has been favored by the State superintendent.

Boards of school directors are elected in each school district by the people for terms of 3 years each, with provision for change of one-third of their number by new elections each year. For ordinary districts they are 6 in number; for districts composed of city or borough wards, 3 only. They enter on office the first Monday in June following their election, organizing by choosing a president and secretary of their own number, and a treasurer, who may be of that number or not, as they prefer. They have all the ordinary powers and duties of local school boards.

The associated directors of city and borough wards form ordinarily a board of school controllers for the city or borough.—(School laws.)

ELEMENTARY INSTRUCTION.

GENERAL CONDITION.

The figures of the State report for 1876-77 compared with those for the preceding school year are our main guide to the educational condition, Dr. Wickersham indulging in few verbal statements of what this is, but rather suggesting how to make it what it ought to be. It is a pleasure to find that in the main the statistics show fair progress. Thus, outside of Philadelphia (the particulars of whose schools enter into the summary of the State system at comparatively few points), there appears a gain of 179 over the previous year in first class school-houses, of 262 houses with grounds suitably improved, of 555 with grounds of sufficient size, of 500 in the number of well classified schools, of 494 in which music was taught, of 1,532 in which drawing found a place, of 388 in which the Bible was read, of 185 in which some higher branches were taught, and of 331 which had uniform text books; while 299 more teachers had at least 5 years' experience. Including Philadelphia, there was an increase of 286 in the number of public schools, of 333 in the number of these graded, of 460 in the number of teachers, and of 5,067 in the enrolment in public schools. The items of loss are much less numerous: outside of Philadelphia, there were 338 fewer teachers who were graduates of normal schools and 390 fewer of those who had attended such schools without graduating; including Philadelphia, there was a decrease of 3,121 in average attendance in the public schools, of \$2.38 in the average pay of male teachers, and of \$1.30 in that of females. The receipts for schools, too, doubtless from the extensive stagnation in business, dropped off \$503,879, and the expenditure upon them \$580,550. The valuation of school property, to correspond with the general shrinkage in all values, is put at \$805,164 less than that of 1875-76.

HOW TO INCREASE EFFICIENCY.

1. In view of the incoherency of the present school laws and of the fact that in consequence of their defects they have been largely superseded by a sort of common law which has grown up beside them and around them, Dr. Wickersham renews his former recommendations that they be thoroughly revised. He would have the revision made not by a legislative committee, which might do hasty work, requiring to be soon gone through anew, but by a commission appointed to prepare with due deliberation a clear, full law covering the whole subject of education in the State, to be reported to the legislature for its sanction.

2. In view, too, of the burdensome cost of text books to the poorer patrons of the public schools and of the objections to an invidious distinction in supplying them, some means of cheapening them to all is favored. Dr. Wickersham does not find this means in a purchase of the books by either the State or the school boards and a furnishing of them at cost prices, because here there is a liability to great abuses; but rather in the plan which has been tried for years in Philadelphia and other cities with high approval. This plan is to have each district board furnish text books without charge, as it furnishes apparatus and appliances to all children attending. A district uniformity is thus secured,

classification of the pupils is made easy; cost is lessened one-third, if not one-half, the whole district without distinction, and the expense of purchasing new text books on removing to a new district is obviated. To remove all difficulties in the way such a help to school work, a law sanctioning the plan is recommended.

3. In view, further, of the need of skilled industry to increase production and prove the quality of what may be produced, school training for various forms of work is advocated. First of all in this line, as most extensively practicable and useful, general teaching of drawing in the schools is advocated by Dr. Wickersham; next, training of young children in primary schools for light industries somewhat after Kindergarten methods; and, finally, in cities and large towns, the provision of work schools, in which one part of the day may be spent in the now customary school studies under the usual teachers and another part in direct training for mechanical industries with appropriate appliances and tools, under another set of teachers.—(State report 1877.)

HOW TO SECURE BETTER ATTENDANCE.

Referring to the large number of children of school age who are either not in school or are attending quite irregularly, Superintendent Wickersham devotes considerable space to a discussion of the means of remedying absenteeism.

He does not find his remedy in the enactment of compulsory education laws, believing them to be unsuited to our institutions and for various reasons hard to enforce. He would rather have children drawn to school by its attractiveness than forced to go there by law; and would have parents induced to send them there, or have them educated otherwise, from a sense of the value of an education, rather than have them hardened against school training by punishments and fines. Still, in view of the fact that many children will avoid going to school when they can, that many parents neglect their children's interests in this direction, and that school boards and communities often fail to do what lies within their power toward securing full attendance, he makes the following recommendations: (1) that it be made the duty of school boards, especially in cities, to use all proper efforts to have every child of school age in the districts either sent to school or trained at home; (2) that, in aid of this, power be given them to order the arrest of every child within their jurisdiction who is found to be habitual truant or vagrant, through his own fault or from want of proper guardianship, and, after due legal examination confirmatory of such truancy or vagrancy, have the child placed in the county home for friendless children;¹ (3) that provision be made for fining the parent or guardian of a child thus arrested and committed and for making him pay a part or all of the expense of keeping the child at the county home, if it be found that there has been neglect of duty toward the child and if there is pecuniary ability to meet the fine and the expense. Additional to the above Mr. Wickersham would have some means adopted to enforce the laws existing in reference to the employment of young children in or about mines, in factories, shops and mills; or would have such amendments made to these laws as to make them effective.

By the institution of such means, and especially by the general adoption of county home system, he thinks that the large amount of truancy and vagrancy in cities and great mining regions of the State may be very much reduced. They would cost much, he grants; but it will save more; save it in the lessened cost of jails, stables and policemen, of criminal proceedings in courts, and in the support of jails and almshouses.—(Report for 1876-77.)

KINDERGÄRTEN.

All needful particulars respecting such of these institutions as report themselves 1877 may be found in Table V of the appendix to this Report.

CITY SCHOOL SYSTEMS.

OFFICERS.

In cities and boroughs of this State the school boards are, by general law, composed of boards of 3 directors for each ward, who form together a board of controllers the whole place. The directors of cities divided into wards before the passage of school law of 1854 have for their respective wards the power of erecting and pairing school-houses and of raising and disbursing taxes for these purposes, and such powers have been voluntarily surrendered to the board of controllers, in all cases these last have full control in all matters relating to public schools. Cities and boroughs with a population of over 7,000 inhabitants are authorized to elect superintendents of their own schools. In Philadelphia each ward elects 12 directors

¹The superintendent would have every county (or association of counties) required to establish support such a home for the reception, education, and industrial training of the children above referred to till they could be properly apprenticed. He would have them under the direction of the overseers of the poor, but away from the degrading associations of the almshouse. In several counties homes of this class have already been established.

ocal care of the schools, and the courts appoint one person from each ward to form a central board. There is no city superintendent. Lancaster, Reading, and Pittsburgh have also special arrangements.¹

STATISTICS.²

Cities.	Population.	Schools.	Enrolment.	Average attendance.	Teachers.	Expenditure.
Allegheny	a70,000	182	9,342	7,950	197	\$266,904
Allentown	a15,000	53	3,223	2,921	53	83,843
Altona	a17,000	38	2,254	1,793	38	94,181
Chester	a14,000	38	2,429	1,418	39	92,437
Easton	a14,000	41	2,813	1,634	47	71,183
Erie	b19,610	78	4,080	2,673	78	70,145
Harrisburg	a28,000	78	5,053	3,287	100	101,037
Lancaster	b20,233	64	3,255	2,437	65	36,970
Norristown	a14,500	39	2,081	1,401	39	30,434
Philadelphia	c817,448	1,903	156,380	84,559	1,933	1,830,185
Pittsburgh	a135,000	432	23,118	15,507	438	530,717
Pottsville	b12,384	55	2,680	1,897	56	47,812
Reading	b33,930	130	6,159	4,866	130	119,404
Scranton	b35,092	33	3,522	2,303	65	63,520
Titusville	a10,000	27	1,665	1,123	31	36,265
Wilkes-Barre	a25,000	27	1,697	1,166	29	35,302
Williamsport	a22,000	61	3,626	2,487	61	34,993
York	a14,000	42	2,321	1,705	42	28,074

a Estimated present population.

b Census of 1870.

c Special city census of 1876.

ADDITIONAL PARTICULARS.

Allegheny.—This city owns 23 public school-houses, containing 210 rooms. In these 140 primary, 37 grammar, and 7 high schools were taught in 1877. The figures in the table for enrolment and attendance refer to these schools, included in which were 308 colored pupils enrolled and 161 in average attendance. Ten evening schools, not thus included, enrolled 684 pupils and had an average attendance of 386. In private and parochial schools, 3,458 pupils were reported, under 69 teachers. The city high schools enrolled 264 pupils and had an average daily attendance of 225. The study of drawing in the schools was optional.—(Report for 1876-'77.)

Allentown has a graded course below the high schools, the course in which is of 3 years. The high schools enrolled 100 pupils in 1876-'77.—(State report.)

Altona has had since 1875 8 grades below the high school, which last has 2 courses, an elementary and a scientific, both including Latin, with German, French, and Greek optional. Six pupils graduated from the elementary high school course in 1877. Drawing enters into the school courses apparently throughout.—(State report, 1877.)

Chester grades her schools as primary, secondary, grammar, and high, and has 1 school for colored pupils, which includes primary, secondary, and grammar departments. The course in the secondary and grammar grades was extended in 1876-'77. Pupils now require 7 years to prepare for the high school, the course in which covers 4 years. The high school enrolled 95 in 1876-'77, and graduated 7, all becoming teachers in the city and neighborhood. Drawing, at first taught by a special teacher, is now attended to by the regular teachers in the city school.—(State report.)

At **Erie** the influence of the high school on the lower grades is reported to have been most beneficial, arousing and encouraging ambitious pupils and sending down a class of teachers who have had the benefit of a liberal course of study.—(State report.)

Harrisburg has a course which includes vocal music and drawing from the outset and extends from subprimary through primary, secondary, intermediate, grammar, and high schools. The course in the high schools covers 4 years, and in pursuing it a choice is allowed between physical geography and Latin in the first two years; between botany and special history or Latin in the third, and between astronomy and Latin in the fourth. Other studies also are optional, among them Greek in the last year.—(Directory of the public schools, 1877.)

Norristown grades its schools in primary, secondary, grammar, and high school

¹ To get rid of these rather cumbersome arrangements, Dr. Wickarham recommends that provision be made for a single school board in each city, to be elected by the people on a general ticket without respect to wards, and to be composed of few persons, but with ample powers; that in each case a superintendent be the agent of the board for general oversight of schools; and that taxes for school purposes be levied by the board, collected in its name, and paid out on its orders.

² Except as to population, the figures of the table are from the report of State Superintendent Wickarham for the year ending June 1, 1877. The number of schools (which appears to count each school room for study and recitation as a school) is given instead of school population, for taking a census of which there is no general provision in this State. The enrolment in some cases at least, perhaps generally, appears to cover duplicates.

departments, employs special teachers of music and drawing, and has also a lecturer on physiology.

Philadelphia.—The schools here in 1877 were 233 primary, 135 secondary, 27 consolidated, 62 grammar, 1 practice school connected with the girls' normal school, that normal school itself, and a central high school for boys, with 49 night schools, making a total of 509 conducted under the city system, 460 of them being day schools.¹ The consolidated schools are mainly in outlying districts, and embrace all grades below the high school. The girls' normal school serves the purposes of a high school for advanced female pupils, as well as those of a normal college. The central high school, for boys alone, answers to the city colleges of New York and Baltimore, and like them prepares teachers for the male departments of the city schools. The night schools included 21 for white males, 14 for white females, 10 for whites of both sexes, and 4 for colored pupils of both sexes, the whole enrolling 15,311 pupils under 319 teachers. Among those for white males, as in former years, was a school for artisans, which was held in the central high school building, registered 540 pupils, and had an average attendance of 243. It was substantially an evening high school, having 4 classes (one of them an advanced one) in arithmetic, mensuration, geometry, mechanical and engineering drawing, and natural philosophy, 2 classes in architectural drawing, and 1 in chemistry. The instruction given was mainly through lectures, for illustrating which the apparatus, models, and diagrams belonging to the Central High School were placed at the disposal of the lecturers. The aim of the school was to give the artisan such a knowledge of mathematics as would enable him to understand the general principles on which his drawings must be constructed and the methods of calculation in mechanical pursuits. Since its establishment in 1869, it has enrolled more than 5,300 pupils, and through the instruction given them has done much to improve the productive capacity of the numerous building establishments and machine shops for which Philadelphia has long been famous. The drawing department, mechanical and architectural, was much extended in 1877, and the instruction given such as could be practically applied.

A committee appointed to revise the course of studies in the city schools made its report November 29, 1877, presenting a thoroughly graded system of instruction, with clear indications of the mode of teaching in each branch up to the high school, but not including that. In this course drawing, which had not previously been attended to below the secondary schools, begins with the first primary grade and is carried on throughout. Vocal music receives fuller and more systematic notice. Object lessons are made prominent, and practical directions are given for the use of them. Language is to be taught through blackboard exercises and phonic charts, as well as through spelling and reading books and steady drill in composition. Physical training, morals and manners, habits and conduct, all have due place and time and method of instruction indicated. The report is understood to have been approved, the course adopted, and arrangements made for carrying it out fully. Rightly pursued, it cannot fail to bring about a great improvement in the schools.—(Report for 1877.)

Pittsburgh is divided into 37 subdistricts, each under the supervision of 6 school directors. These directors build and keep in repair the school edifice, for which purpose they are empowered to levy a tax on the subdistrict. They also elect and discharge teachers. All other matters pertaining to education, such as the adoption of books, the fixing of salaries, and the control of the high school, belong to a central board composed of one representative from each subdistrict board. There is a city superintendent.

The course of study in the public schools extends over 11 years, viz: primary, 5 years; grammar, 2; high school, 4. This course is divided into 3 parts corresponding with these 3 classes of schools. That of the high school is again divided into academic, normal, commercial, and industrial. The academic is a 4 years' course; the others may be completed in 2 years. These departments are all in one building and are under the control of one principal. Besides the city day schools, evening schools were maintained for 65 nights in 1876-77, employing 56 teachers and enrolling 4,343 pupils, with an average attendance of 1,882. The number of these schools is not given. One of them, at least, was an industrial school, and is believed to have formed the industrial department of the high school above referred to. The enrolment was 2,322; the average attendance, 146.—(Printed report and special return.)

Reading reports 20 school-houses, valued, with their grounds, at more than \$300,000. Up to December 22, 1876, it had a separate school for colored children, but at that date it was abolished and the pupils were directed to attend the schools of the sections in which they lived. The graduates of the high school since 1852, the date of its establishment, have been 460.—(State report.)

Scranton, one of the chief cities of the coal region, has 10 school buildings, with seating for 3,000 pupils, and reports her schools as thoroughly graded and classified. The system includes a high school.—(State report.)

¹The number 1,903 in the table, as mentioned in a note there, appears to refer to school rooms for book study and recitation, each of these being counted a school. The enrolment in the table evidently includes duplicates; total without these, 101,924.

the has a graded course embracing primary, grammar, and high school, the last covering 4 years of English, Latin, and Greek studies, the two ve. Drawing and vocal music are included in the school course.—(Manual of Wilkes-Barre.)

ort classes her departments as primary, junior, senior, and high, and had in er 100 pupils in 1876-'77, the languages entering into its course. It grad- the close of that school year.—(State report.)

grading her schools up to a high school, had in this during 1876-'77 a nor- mposed of all pupils in the senior class preparing to teach and of all teach- public schools with less than 5 years' experience. A number of the older o availed themselves of its advantages. The class met one hour each week ion in the theory and methods of teaching. The resulting improvement in is said to have been quite encouraging.—(State report.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

nia has ten normal schools in operation under the act of 1857, in addition a Philadelphia supported by the city. The attendance at the State schools not counting pupils in the model schools, was 2,770. The value of the build- er property is estimated at \$1,200,000. In aiding to establish these schools, s contributed \$545,000. It will take probably \$250,000 more to free them from other \$250,000 to supply the needed additional buildings and appliances. sted by Superintendent Wickersham that this amount be appropriated, nstalments during the next three or five years, and the schools thereafter f-sustaining. The money already expended both by the State and private would thus be made secure, and conditions could be enforced upon the tly promotive of their efficiency. All students but those preparing to teach luded, the standard for graduation raised, the course in the science of teach- d, needed apparatus, libraries, and appliances supplied, the schools for prac- models in every respect, the public schools furnished with teachers skilled in sion, and Pennsylvania have a normal school system unequalled in the es, perhaps the peer of any in the world.—(State report.)

ie 2,770 pupils in the 10 State normal schools, there were 921 in the Girls' ool, Philadelphia, and 89 in the normal department of the Pittsburgh High ing a total of 3,780 nominal normal students, besides some in the Philadel- l High School and in a normal class at York.¹ The normal graduates for ar as shown were 180 from 9 of the State normal schools, 170 from the Phila- mal School, and 24 from the normal department at Pittsburgh, besides 11 ntitled to certificates on their graduation from the Philadelphia High

TEACHERS' INSTITUTES.

il law of the State makes provision for holding institutes for the improve- chers in the controllers' districts of cities and boroughs twice a month dur- ool year, and for holding county institutes once a year. Fourteen cities and e reported as having had institutes in 1876-'77, not including Philadelphia, believed that they were also held; and in the reports from counties, 350 ort institutes as held; including cities and boroughs, 364. All the counties appear to have had them, with sessions ordinarily of 5 days each, and an ttendance of 13,109 actual and 2,104 honorary members; the instructors 888, and the school directors present 2,047, besides some 34,000 other per- te report.)

SCHOOL JOURNALS.

sylvania School Journal, edited by the State superintendent, published at and now sharing with the Ohio Educational Monthly the honor of being f their class in the United States, continued during 1877 its excellent issues, well fitted to improve in many points the teachers of the State. ational Voice, published at Pittsburgh for the teachers and school boards

to schools, the *Riverview Normal and Classical Institute*, at Pittsburgh, and the *Snyder d Institute*, at Selinsgrove, report 134 normal students additional to those above given.—ureau of Education.)

uction is also given at Monongahela, Muhlenberg, Newcastle, and Waynesburg Colleges. e normal course is simply a special drill for the last 6 weeks of the spring season in the ary for a teacher's certificate, with instruction in the science of teaching. In the second, partment is a branch of the preparatory school, is arranged in 2 classes, and is said to have es as the State normal schools. At Newcastle the normal school has a summer session of year for the special training of teachers; the course appears to be nearly the same as at

At Waynesburg the normal training is an addition of school economy and method of the classical collegiate course, with some drill in common school branches. Of these, ne reports the number of normal students, which was 128 in 1877.

of that city and Allegheny City, was largely occupied during the year with reports of their teachers' institutes, the statistics of their schools, and matter meant to inform and aid teachers.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The State report gives the number of schools in which some higher branches were taught in 1876-'77 as 2,074, an increase of 185 on the number for the preceding year. The number of students in these branches is not given.

Referring to current objections, the superintendent advocates the right of high schools to recognition and support. To the objection that they were not contemplated by the framers of the common school system, he answers that for Pennsylvania this cannot be admitted, for in the school law express provision has been made for instruction in such other branches *beyond the elementary* as school boards may require. To the charge that few scholars directly enjoy the advantages of high schools, he says that such schools nevertheless greatly benefit lower schools, sending down an inspiring and animating influence, encouraging a hope of advancement which may come to any one, and actually calling up into their classes many energetic and ambitious youth who otherwise could have no training for the higher work of life. To the statement that high schools are expensive, he replies by an admission of the expense; but he says that they pay for it by the life and power and efficiency they impart to the whole educational machinery.

"The positive argument," he says, "in favor of high schools is, that they are needed to complete a system of public instruction; that the beneficial influence they exert upon lower schools is worth all they cost; and that a State has no more need of citizens who can simply read and write than it has of citizens who have some learning, some culture, some weight of character. There is no purpose answered by a lower school which is not better answered by a higher one; and the right policy, in regard to a common school system, is to lay a strong foundation, and then build upon it as high as is practically possible."

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, preparatory schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix following, and the summaries of them in the Report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES.

For the statistics of universities and colleges, see Table IX of the appendix, and a summary in the Report of the Commissioner preceding. For a statement of their courses, see the Report of the Commissioner of Education for 1876. The following, however, were either not included in the description there given or require further mention:

The *University of Pennsylvania*, at Philadelphia, has added a department of music to the departments of arts, science, medicine, and law; and has admitted women in its scientific school to the lectures on modern history given to the seniors, to those on general chemistry given to the freshmen and sophomores, to those on physics given to the sophomores, and to the instruction in analytical chemistry given to the juniors and seniors in one of the laboratories. They may also have the benefit of the instruction given in the new department of music.

In its department of medicine, too, the trustees in 1877 resolved that all future matriculates must attend 3 courses of lectures, instead of 2, previous to their examination for a degree. These courses are to be, as before, of 5 months' duration, are to be so graded as to allow the constant introduction of new matter as the student advances, and at the same time will secure for him as much repetition of the more essential subjects as in the former system of teaching. In this reform, the university follows the lead of the Boston University, Harvard, and some other schools; but it does not seem to have gone to the further point which they have reached of requiring for admission to the medical school a preliminary examination to test the fitness for medical study of all candidates without a degree in letters or science. It cannot, however, remain long behind them in this respect.

The department of law is said to have been recently reorganized with a view to the enlargement of its aims and to giving a more exact system to its instruction, but the particulars in which improvements have been made are not stated.—(Catalogue for 1877-'78.)

Lebanon Valley College, Annville, unmentioned in 1876, has 3 courses, the classical, the ladies', and the scientific, all of 4 years except the last, which may be completed in 3. It has, too, special classes in vocal and instrumental music.—(Catalogue for 1876-'77.)

Lehigh University, South Bethlehem, modifying and adding to its previous arrange-

ents, has now, besides its classical course and course in general science, technical courses in civil, mechanical, and mining engineering, metallurgy and chemistry, each 4 years; it has also graduate courses leading to the degrees of mechanical engineer and civil engineer. There is now, too, a well stocked astronomical observatory.—(Register, 1877.)

Muklenberg College, Allentown, has added a normal department to its preparatory school, and has also made arrangements for a summer normal school.—(Catalogue for 1877-78.)

St. Vincent's College, Westmoreland County, has dropped the philosophical course mentioned in the Report for 1876, and has now only commercial, classical, and theological courses beyond its elementary school.—(Catalogue for 1876-77.)

Thiel College, Greenville, has a ladies' course, unmentioned in 1876, embracing the studies of the collegiate department, except that Greek is optional and that French may be taken instead of German.—(Catalogue for 1877-78.)

The *Western University of Pennsylvania*, Pittsburgh, from which no report as to courses of instruction was received in 1876, again indicates preparatory and collegiate departments, the latter including academical, scientific, and engineering courses.—(Catalogue for 1876-77.)

In the other colleges the courses remain substantially as before given, except that *Lafayette College*, Easton, appears to have made some advance in its thoroughly scientific study of English and other modern languages, as well as ancient.

COLLEGES FOR WOMEN.

For full statistics of these institutions, see Table VIII of the appendix following, and for a summary, see the Report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

[For statistics, see Tables X-XIII of the appendix, and summaries of these in the Commissioner's Report preceding.]

SCIENTIFIC.

The *Pennsylvania State College*, Centre County, is designed especially to promote improvement in agriculture and the mechanic arts, not excluding classical and other literary studies and including military tactics. The courses of study are agricultural, classical, scientific, and preparatory. Tuition is free except in music, and both sexes are admitted. There were 57 undergraduate students in 1877, of whom 7 were young women, besides 93 in the preparatory department.—(Catalogue and return, 1877.)

The *Towne Scientific School of the University of Pennsylvania*, Philadelphia, aims to give a thorough technical and professional training in chemistry, with its applications to the industrial arts; in metallurgy and assaying, in mineralogy, geology, and mining; in civil, dynamical or mechanical, and mining engineering; in mechanical drawing and architecture, and in studies preparatory to medical study. The courses cover 4 years, and coincide for the first 2, branching out then into six parallel courses, from which students may select. To stimulate scientific study in Philadelphia, prize scholarships tenable for 4 years are given annually to pupils from the public schools of that city sent up by the school board to the June examination for admission. The scholarships are bestowed on those of their number, not exceeding 10, who reach the highest grade in that examination, provided that grade is not less than 65 out of a possible 100. The attendance in 1877 was 99 undergraduates in regular courses, 16 in partial courses, and 4 in graduate studies.

The *Pardee Scientific Department* of *Lafayette College*, besides a general scientific course, has three technical courses: (1) engineering, civil, topographical, and mechanical; (2) mining engineering and metallurgy, and (3) chemistry. Provision is also made for advanced or graduate scientific study.

The *Polytechnic College of the State of Pennsylvania*, Philadelphia, gives instruction in engineering, mining, civil and mechanical, in analytical and industrial chemistry, in metallurgy, and in architecture.—(Circular.) In view of the necessity for better preparatory training of technical students, it undertook in 1877 the establishment of a preparatory department, the qualifications for admission to which should be those required of teachers in the common schools.

Lekigh University, South Bethlehem, as before mentioned, provides technical education for the professions that are to develop the peculiar resources of the surrounding region, which is largely devoted to mining, and its attendant engineering and manufacturing industries.

Scientific studies are also to a greater or less extent pursued in Dickinson, Haverford, Newcastle, Washington and Jefferson, Westminster, Waynesburg, Swarthmore, and Monongahela Colleges, in the University at Lewisburg, and in the Franklin Institute and the Wagner Free Institute of Science, Philadelphia. In addition to the general scientific studies, agriculture and correlated branches are taught in the scientific

- department of Washington and Jefferson College; while in the Western University and in Swarthmore and Monongahela Colleges engineering studies form a part of the scientific course.

THEOLOGICAL.

Of the various theological schools which present their statistics in Table XI of the appendix following, two take a high stand. These are the *Theological Seminary of the Evangelical Lutheran Church at Philadelphia*, which requires a college degree as the standard evidence of educational preparation for entrance, only to be remitted by unanimous vote of the faculty; and the *Western Theological Seminary* (Presbyterian), Allegheny City, which will give its diploma only to college graduates or to those who satisfactorily sustain an examination in the branches of literature usually taught in our colleges as well as in studies pursued at the seminary. Others which more or less approximate this standard, without fully reaching it, are the *Moravian Theological Seminary*, Bethlehem; the *Theological Seminary of the Evangelical Lutheran Church*, Gettysburg; the *Theological Seminary of the Reformed Church*, Lancaster; the *Meadville Theological School* (Unitarian); the *Philadelphia Theological Seminary of St. Charles Borromeo*, Overbrook, and the *Evangelical Lutheran Missionary Institute*, Selingsrove.

LEGAL.

Instruction in law is given in the *Law Department of the University of Pennsylvania* and in that of *Lafayette College*. In both of these there is a course of instruction extending over 2 years. At the University of Pennsylvania there were 103 students of law in 1877, who were taught by 5 professors and instructors. There were also 34 graduates at the commencement of 1877. The statistics of attendance in the *Lafayette* school are not given for this year.—(Catalogues.)

MEDICAL.

The regular medical colleges are *Jefferson Medical College*, the *Medical Department of the University of Pennsylvania*, and the *Woman's Medical College of Pennsylvania*, all in Philadelphia. The first had an attendance in 1877 of 598 students, the second of 375, and the last had 100 attending the winter and 63 the spring term. The course in all is nominally 3 years. In the medical department of the University of Pennsylvania, as noticed under the head of Superior Instruction, it is now a 3 years' graded course in the medical school itself, pursued entirely under the direction of its faculty, without attendance on which course or a preparation equivalent to it, there can be no graduation.

Hahnemann Medical College, Philadelphia, reports 160 students, 13 instructors, and 53 graduates in 1877; course, the ordinary 3 years. A real 3 years' graded course in the institution has been arranged and is offered to students, but graduation is still allowed on the basis of a year of private study and attendance on 2 annual courses of lectures.

The *Pennsylvania College of Dental Surgery*, Philadelphia, and the *Philadelphia Dental College*, provide a 2 years' course of instruction.¹ The first reports an attendance of 157 students in 1877; the other, for 1876-'77, had 118.

The *Philadelphia College of Pharmacy* had 318 students and 88 graduates in 1877. The college course covers 2 years, with 4 years' apprenticeship in the drug business.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The *Western Pennsylvania Institution for the Deaf and Dumb*, at Turtle Creek, founded in 1876, reports for 1877 an attendance of 80 pupils, of whom 47 were males and 33 females. The branches taught are composition, arithmetic, geography, drawing, reading, and writing; also articulation to about 30 pupils. There are, as yet, no facilities for teaching trades, but some of the pupils are occupied in light gardening.—(Return 1877.)

The *Pennsylvania Institution for the Deaf and Dumb*, at Philadelphia, teaches the branches now usually embraced in a common school course, and the employments of shoemaking, tailoring, and dressmaking. The number of pupils attending in 1877 was 391, of whom 223 were males and 168 females. The pupils are making satisfactory progress in drawing. The semi-mutes are taught articulation.—(Return and report 1877.)

¹ The Philadelphia Dental College, besides the regular 2 years' course, has a second of 5 months for the instruction of graduates of medical colleges in dentistry. A third course is also announced, which, through arrangements with the Jefferson Medical College, students may obtain the two degrees of doctor of dental surgery and doctor of medicine in 3 years, by pursuing extra studies in surgery, practice of medicine, and obstetrics.—(Announcement for 1878-'79.)

² The Pharmacist states that the faculty has decided on a junior and senior course of study to go into effect in 1878, the juniors to be examined in all the branches studied before they can enter the senior class, and the instruction given the seniors to include a wider range of subjects than heretofore.

EDUCATION OF THE BLIND.

Pennsylvania Institution for the Instruction of the Blind, at Philadelphia, had 208 in 1877, of whom 162 were in the literary classes, music, and handicraft; 13 in the department only; 10 in the industrial home; 20 acted as assistant teachers and monitors. The branches taught are those of the grammar schools of the day, and also, in the senior classes, several of the advanced subjects of the high schools. The employments are the manufacture of brooms, brushes, carpets, mats, and cane seating, crocheting, beadwork, basket making, knitting, plain sewing-making, and the use of the sewing machine; besides the tuning and repairs of pianos and reed organs. The institution is mainly supported by the State, which appropriated in 1877 for expenses \$39,000, besides \$3,000 for a fire escape. In consideration of this probably, blind children in indigent circumstances from Pennsylvania are provided for by the State, while others from New Jersey and Delaware are provided for by those States for the term of five to eight years. Persons over 21 are admitted to learn handicraft.—(Catalogue and return.)

EDUCATION OF THE FEEBLE-MINDED.

Pennsylvania Training School for Feeble-Minded Children, at Greenwood, 1 mile from Philadelphia, is in a healthy, elevated region. Its object is to provide for the feeble-minded a thorough education in the school room, calisthenium, workshop, domestic service, and labor—special means for the mental, moral, and physical improvement of those who are so deficient in mind or have such marked mental eccentricities or morbid habits as to deprive them of other means of instruction. Since the institution in 1852, there have been 458 inmates dismissed improved. In 1877, on the school roll, September, 1877, 248 feeble-minded youths, of whom 147 were boys and 101 girls.—(Annual report, 1877, and return.)

EDUCATION OF ORPHANS.

The education given by the State to about three thousand soldiers' orphans is afforded by benevolent associations in Philadelphia to 94 orphans in the *Orphan Asylum* and more than 100 in the *Educational Home for Boys*, the *Girard College*, in the same city, had at the close of 1877 a total of 704 pupils in its charge, which begins with the lowest primary studies and extends through 3 schools, the last of which branches into departments of English, of French, of natural history, of general physics, of mathematics, and of graphics.—the board of city trusts for 1877.)

ART EDUCATION.

The long established *Academy of Fine Arts* and the more recent *School of Design*, which last gives free instruction to 10 scholars from the city schools, has enjoyed a third important means of training in the arts since the year 1876. This is the *Pennsylvania Museum and School of Industrial Art*. The school consists largely of choice articles purchased at the Centennial Exhibition from societies and individuals, is meant to aid in improving the public taste in household use and decoration; the school is to afford a training in such industries as go to produce these articles. The report of the trustees for 1877 states that the museum has attracted nearly 150,000 visitors, and that it has included classes in drawing and design, in geometry and projections, in needlework for hangings and embroidery.

REFORMATORY AND INDUSTRIAL TRAINING.

Part of the board of managers of the *Philadelphia House of Refuge* for 1877 had under its care, in the opening of that year, 417 youth of both sexes, white; that 318 more were admitted during the year, and 214 discharged, leaving 413 in the institution December 31. The elements of a common school training are given, and the boys are instructed in brush making, wire weaving, stocking making and the making of match boxes; the girls, in the making and mending of other clothing, and in the various domestic industries. Instruction in needlework forms an important portion of the training given. In the *Industrial Home for Girls*, South Tenth street, Philadelphia, and in the *Industrial Home for the Immaculate Conception*, West Philadelphia, 130 inmates were reported as receiving an elementary literary training, instruction in morals and manual domestic industries, with a view to household service or to apprenticeship

ing and architectural works, with others, will probably also be embraced. The manual labor school for the proper education of wayward children whose parents and legal guardians cannot or will not manage them.

TRAINING IN ORATORY.

An institution in Philadelphia termed the *National School of Elocution and Oratory* aims to impart an acquaintance with the spirit of our literature and with the best methods of rendering its meaning effectively and impressively through due culture of all oratorical capacities. Attention is given to conversation and oratory, vocal culture, reading, and recitation. There were 167 students, 71 ladies and 96 men, under 11 instructors, in 1877.

INSTRUCTION IN MUSIC.

In addition to the conservatories of music found in the cities and the new department of music at the University of Pennsylvania, a musical college at Freiburg, established in 1871, claims to afford facilities for first class instruction in vocal and instrumental music.

EDUCATIONAL CONVENTION.

STATE ASSOCIATION.

The twenty-fourth annual session of the State Teachers' Association of Pennsylvania was held at Erie, Pa., August 7-9, 1877. The meeting, owing in some degree to disturbances along the railroads, was not largely attended; but still it fairly represented the various parts of the State and their many school interests.

The inaugural address of President George L. Maris was on "A thorough and efficient system of public schools;" it advocated a complete system of free public education from the primary school to the State university. The other addresses and papers were on "The relation of colleges to common schools," by Thomas G. Apple, D. D.; "Pedagogical museums," by Dr. S. P. May, of Toronto, Ontario; "Resolutions laid over at West Chester" (in respect to mental arithmetic), by Professor D. M. Sensenig; "The teacher's personal culture," by Professor Andrew H. Caughey, of Lafayette College; "Teachers' tenure of office," by Superintendent V. G. Curtis, of Corry; "County institutes," by Dr. George P. Hays; and "The educational problem among the German element," by Superintendent S. A. Baer, of Berks. Short addresses were also made by Miss L. E. Patridge, on "Physical training," and by Miss Elizabeth Lloyd, on "Moral training." All the papers presented were discussed at considerable length, much interest being manifested in the various topics. The subject of higher education, as presented in the president's inaugural address and in the paper of Dr. Apple, received a large share of attention; the main questions being as to the relative advantage of a State university and free public schools over private institutions for higher and secondary instruction.—(Pennsylvania School Journal, September, 1877.)

NOTEWORTHY BENEFACTION.

ENDOWMENT OF A PROFESSORSHIP OF SURGERY.

Mrs. John Rhea Barton, of Philadelphia, whose husband was for many years an eminent surgeon in that city, generously gave \$50,000 to the University of Pennsylvania in 1877 for the endowment of the John Rhea Barton chair of surgery in its medical department.

OBITUARY RECORD.

PROFESSOR JOHN SEELY HART, LL. D.

This esteemed teacher and author was born in Stockbridge, Mass., January 28, 1810, and died in Philadelphia, Pa., March 26, 1877. A brief sketch of himself in his *Manual of American Literature* states that when he was two years old his parents removed to Pennsylvania, settling in the woods of Luzerne County, not far from the present town of Scranton. Eleven years later, they again removed to Wilkes-Barre, the county seat, to afford their son the advantages of education in its excellent academy. He profited by these advantages so much that in 4 years he was fitted for the sophomore class at Princeton College; entering which in 1827, he graduated with first honor in 1830. For a year after graduation he was principal of Natchez Academy, Mississippi; but, not finding the South agreeable, he returned to his alma mater as a student of theology, was made a tutor in 1832, and became adjunct professor of ancient languages in 1834. Convinced from his experience in these positions that there was need of a better preparatory training for students who were to engage in college work, he resigned his professorship in 1836 and became principal of Edgehill School, at Princeton, with a view to giving such preparatory training. The reputation gained in this and previous positions brought him in 1842 an offer of the headship of the Philadelphia City High School, then in its first vigorous youth. He accepted it and served with great efficiency till 1859, when he took a temporary rest, carrying with him the degree of *D.*, which had been conferred in 1848 by the University of Pennsylvania. In 1860 entered the service of the American Sunday School Union in Philadelphia, as editor

of its publications, and established the Sunday School Times, a paper intended to aid teachers. It met a wide welcome, and to secure for it greater independence he separated from the union and continued the paper on his own account from 1861 to 1871. In 1862 he was called to the headship of the model school connected with the New Jersey State Normal School at Trenton, and the following season was elected principal of the institution. Again his mark as a successful teacher was made so decidedly that Princeton would not rest without him, and after various efforts secured him once more, this time as professor of rhetoric and of the English language and literature, in 1872. He occupied the chair about three years, when, according to a previous understanding, he retired, to secure in Philadelphia more leisure for literary work, to which he had been long devoted and which had become quite profitable. But at the date above indicated, while in the discharge of a duty at once literary and benevolent—being engaged in carrying home to a young lady a manuscript he had revised for her—he fell upon an icy pavement and broke his hip. The accident caused his death.

Among a great variety of works prepared and published by him, the following have been widely popular: *In the School Room*, 1868; *Theory and Practice of Teaching*, *First Lessons in Composition*, *Manual of Composition and Rhetoric*, and *Manual of English Literature*, 1872; *Manual of American Literature*, and *A Short Course in Literature, English and American*, 1873. *Language Lessons and English Grammar Analysis* were published not long before his death, and it was while projecting other kindred works, and especially a *Grammar of Grammars*, for which he had been long accumulating the materials, that he died.

A teacher for more than forty years, Professor Hart contributed to form the characters and train the minds of over 7,000 pupils. An author during almost the same period, he has interested and instructed by his published works a very much larger number; for, although not brilliantly original nor profoundly learned, he was well read and eminently practical, and had the art of arresting men's attention and of conveying useful lessons in a pleasant way. Alike for the successful instruction he has given and for the excellent works through which this may be continued, he must be long remembered, and with much respect.—(From papers furnished by Professor J. M. Hart.)

CHIEF STATE SCHOOL OFFICER.

Hon. J. P. WICKESHAM, *State superintendent of public instruction, Harrisburg.*

[Present term, 1876-1880.]

RHODE ISLAND.
STATISTICAL SUMMARY.

	1875-76.	1876-77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-15 inclusive)...	253,316	253,316	-----	-----
Different pupils in public day schools..	39,328	39,959	631	-----
Number under or over the school age..	61,359	62,240	881	-----
Average number belonging	30,516	30,816	300	-----
Average attendance	27,021	27,562	541	-----
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts.....	430	431	1	-----
Number of public school buildings....	430	442	12	-----
Number of graded public schools.....	406	496	90	-----
Number of ungraded ones	291	292	1	-----
Whole number of public day schools..	757	788	31	-----
Average time of these, in days	180	181	1	-----
Estimated value of sites, buildings, &c.	\$2,456,674	\$2,644,541	\$187,867	-----
TEACHERS AND THEIR PAY.				
Men teaching in public schools	211	212	1	-----
Women teaching in the same	869	892	23	-----
Whole number in public day schools..	1,080	1,104	24	-----
Average monthly pay of men	\$81 49	\$80 69	-----	\$0 80
Average monthly pay of women	46 73	45 91	-----	82
INCOME AND EXPENDITURE.				
Whole receipts for public schools	\$734,116	\$730,422	-----	\$3,694
Whole expenditure for them	709,467	725,963	\$16,496	-----
SCHOOL FUND.				
Available school fund	\$244,325	\$240,376	-----	\$3,949

^a There has been no new census since 1875, and the number then ascertained is still used.
^b The school commissioner gives these as approximate rather than certain numbers.

(From reports of Hon. Thomas B. Stockwell, State commissioner of public schools, for the two years indicated.)

NOTES ON THE STATISTICS.—With the exception of income and expenditure, the statistics in the table include only public day schools. Besides these, there were, in 1876-77, 28 evening schools, taught on an average 12 weeks, the same number as last year, with a diminution of 1 week in the time of their sessions. They enrolled 3,739 different pupils, an increase of 560; had an average belonging of 2,720, an increase of 325; and an average attendance of 1,714, an increase of 129. The whole number of teachers employed in them was 177, an increase of 27; the average number, 152, an increase of 21.

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

A *State board of education* has general control and supervision of the public schools. It is composed of 8 members, the governor and lieutenant governor being members *ex officio*, and the general assembly choosing annually 2 of the remaining 6 for terms of 3 years, in such order as to secure Providence County 2 members of the board and each other county 1 member. It reports annually to the general assembly.

late commissioner of public schools, elected annually by the board, serves as its secretary and executive officer to visit and inspect schools, to suggest improvements, to commend uniformity of text books, and to make annual report to the board.

LOCAL.

School committees of not less than 3 members are chosen by the towns for terms of 3 years each, and are liable to change of one-third of their material by a new election each year. Women are eligible. Where the town system prevails, as it does in 8 towns, the committee has entire control of the school system, choosing a superintendent of schools if the voters of the town fail to elect one at the town meeting. *District trustees*, chosen by the districts into which towns are usually divided, and consisting of one or three persons, have charge of the schools of their respective districts, aided in their duties by a clerk, a treasurer, and a collector chosen by the district, as the town committees are aided by the town clerks, treasurers, and collectors.—(Common School Manual, published by State authority.)

ELEMENTARY INSTRUCTION.

GENERAL CONDITION.

It may be seen from the statistics given on the preceding page, there has been a noteworthy advance all along the line: 631 more pupils in public schools, 541 more average attendance, 12 more public school buildings (7 of these certainly large ones), 31 more public day schools (all graded except 1), 24 more teachers, and a considerably higher valuation of school property, which is an exception to the general trend of this year and is here larger in proportion than in any other State except Nebraska. Receipts for schools, too, have diminished very slightly and the expenditure on schools has increased in marked degree, yet without entirely emptying the school treasury. The same clearly perceptible increase is apparent in the attendance on day schools, which are more general in this State than in any other in the Union. It is an excellent work for those who cannot attend the day schools. The absolute increase in the schools is thus considerable, the relative increase in enrollment and attendance is shown by the superintendent to have gone beyond the advance in school population; so that, instead of the public school system having a slighter hold on the regard and confidence of the people, as some assert, it is rather tightening that hold. Still the commissioner does not rest content with what has been accomplished in this direction. Admitting that the schools are better attended than in past years, and taking this as evidence of some improvement of their quality, he thinks the time has come for more advance in both directions. As respects attendance, he says that the increase reached is due to no special measure made, but rather to the natural workings of the system, and he urges that immediate endeavors be made to "close up the gap which now exists between the number of those who *should* attend school and that of those who *do*." He would not compulsion resorted to for this till all the resources of argument and appeal and volent aid in clothing and in books have been exhausted; but then he would not hesitate to use legal means to secure to the children of neglectful or bad parents those educational advantages of which they are deprived. The commissioner thinks that the quality of the schooling given may be improved by striving less to impart knowledge and more to educate or develop the pupil; the former preparing for limited action, the latter rendering the mind bold and comprehensive and giving to the student the power of unlimited control.—(State report.)

GRADED AND UNGRADED SCHOOLS.

The result of a demand for a degree of efficiency which can be secured in no other way than by an arrangement of the pupils according to their ages and their aptitude for studying certain things, about three-fifths of the schools of Rhode Island are graded. By general consent they are far better than the old ungraded schools. Work to be done. But, with all the excellences of the graded system, Mr. Wells holds that it has shortcomings to be remedied and excesses to be repressed; graded schools are sometimes arbitrary in their organization and tyrannous in administration, that the system is placed first and education second. He therefore suggests the introduction of greater elasticity in the system as to gradation, classification and instruction; it must be kept in mind, he says, that the studies pursued at the end, but only a means toward the attainment of it. He urges that more money be paid to the wants of the large class of children who leave school for the farm or the mill at or before their twelfth year. The indisputable fact that so many are cut off from all suitable educational advantages at an early age, he says, must be recognized, and it should lead to efforts to so arrange the course of study that those who leave early may make the most of their limited advantages. He would promptly have the courses arranged not with exclusive reference to the few who complete the programme, but with regard to the many who must leave before its

completion, remembering that "the true theory of a common school program is that every step shall be the best possible preparation for stepping out, rather than stepping up." He is therefore pleased to see in the report from Newport that an effort is on foot there to meet this need by the creation of a secondary course that may cure to pupils leaving school early in life some of the advantages which have been fully enjoyed thus far by only the more favored few.

The ungraded schools, which are almost wholly in the rural districts, have as yet no settled organization, no continuous plan of operation, no definiteness of aim, no unity of effort. What they want, therefore, is direction, a distinct policy that govern all their movements, though they may not all move on the same line. To find and he would like such a general course of study prescribed as may keep pupils from wasting half their school life for want of a plan of action, and then have such provision made for maintaining the schools as may enable them to secure and retain a good order of teachers, as is the case with graded schools.

The general institution of a town system instead of a district system is evidently looked to by him as a great means toward effecting the reforms required, and there are now 8 towns which have this system, either wholly or in part.—(State report.)

MANUAL EDUCATION.

In common with many other State school officers, Mr. Stockwell notices the absence from most schools of an important factor in the education of a large portion of the children; this factor is the "labor element." He would have the absence remedied by the introduction of the Russian system of technical instruction as exhibited at the Centennial in Philadelphia, and as since modified by President Runkle, of Massachusetts—a system which makes each step of the training educational, which introduces it in its proper relation to those which have preceded and those which are to follow which puts construction out of sight, and makes instruction take its place; which does not seek to teach this or that specific thing so much as to train the hand and eye to do anything of which they are capable; and which uses throughout the class system by which one expert or teacher is enabled to impart to many at a time the knowledge that the old apprentice system gave to only one. As one present means to this reform in training, he recommends the general introduction of drawing into the schools, not as an accomplishment but as an educational agency—an indispensable first step toward manual education, which must be taken to prepare for more advanced ones, as experience and reason shall point out the way.—(State report.)

FREE PUBLIC LIBRARIES.

Twelve of these aids to educational improvement received assistance from the State in 1877, amounting to \$1,050, toward enlarging and improving their means of influence. The libraries assisted must in every case be free to all citizens of suitable age and character in the cities and towns where they are situated; must present within an application for State aid a catalogue of the books owned and a written statement of their number and condition; with every new application must file a schedule of the books purchased with the preceding grant; must always have printed catalogue for reference; and must be open at all times to the inspection of the board of education. These conditions complied with, a library may receive \$50 annually from the State for the purchase of new books provided it contains 500 volumes, and \$25 more for each additional 500 volumes; no library, however, to get more than \$500 in a year. Under the encouragement thus judiciously afforded, the free libraries gradually but steadily increase, and, as those books only can be counted that are fit for use, condition of the volumes must be generally pretty good. The libraries aided in 1877 contained 21,733 volumes.—(State report and other sources.)

SCHOOL LEGISLATION.

The only legislation respecting public schools in 1877 that has any more than a local interest was an amendment to the school law respecting teachers. With a view to putting a strange teacher on trial, school boards are allowed to grant a certificate valid for less than a year. Then, if the candidate proves unsuccessful, he can be dismissed when his certificate expires, while for a good teacher such a certificate can be easily renewed.—(State report.)

CITY SCHOOL SYSTEMS.¹

OFFICERS.

Under a general law, school committees consist of at least 3 members. In Providence there are 6 for each ward; in Newport, 2 for each ward, with 2 from the city

¹Providence and Newport are the only cities recognized in the State census of 1875, though towns as Lincoln, with a population of 11,565; Pawtucket, with 13,404; Warwick, with 11,616; Woonsocket, with 13,576, might, from their size, be reckoned such.

arge, making 12 in all. There is thus in each city provision for annual change of one-third; also, a city superintendent in each.—(Laws and reports.)

STATISTICS.¹

Cities.	Population, 1875.	Children of school age, 1875.	Enrolment.	Average at- tendance.	Teachers.	Expend- iture.
Newport.....	14, 023	2, 807	1, 840	1, 257	48	\$62, 381
Providence.....	100, 675	19, 177	13, 500	10, 886	289	344, 818
Woonsocket.....	13, 576	3, 236	1, 616	1, 008	37	53, 169

ADDITIONAL PARTICULARS.

Newport is credited in the State report with 10 school buildings, valued, with sites and furniture, at \$208,700. In these were taught 34 graded schools and 1 ungraded in 1876-77, besides 5 evening schools for an average of 8 weeks each. In the evening schools (which were graded as primary, intermediate, grammar, book-keeping, and mixed) 11 teachers were employed on an average, and 291 different pupils were enrolled additional to the enrolment in the table, which is for the day schools only. The attendance was good, and, as disorder was punished by exclusion, deportment soon rose to the standard of the day schools. The superintendent thinks that much good was accomplished, more than in former years. In private and church schools there was also an enrolment of 719 pupils, so that the whole enrolment in all schools reached 2,550, just exceeding the number of children of school age. Drawing and music enter into the instruction for the day schools, special teachers being employed for both these studies, and the questions for examination in these and other subjects show plainly that thorough work is done. That in drawing is said to be much in advance of the preceding year, through a better appreciation of it on the part of the community and the efforts of an energetic teacher. Music, through like attention, is reported to have enjoyed a similar success, improving much in tone and pitch since the introduction of pitch pipes.

An ungraded course for the "winter scholars," who come in during the cold months and leave when spring offers opportunities for outdoor work, is urged by the superintendent. Such boys—for these winterscholars are generally boys—cannot well enter into the midst of grades, and cannot remain long enough to complete the studies of a year. For them he would therefore have a course which would give them the beginnings and carry them to the heart of the chief things to be attended to.—(State and city reports for 1876-77.)

Providence reports to the State commissioner 49 school buildings, of which 6 were completed and opened during 1876-77, while a new high school building, greatly needed, was commenced. The valuation of all public school property for the year was \$1,450,000. The city day schools, all graded, numbered 236; the evening schools, 8, with 101 teachers and 2,351 pupils. Before the beginning of the school year, too, there were 8 vacation schools held, as in previous years, for terms of 6 weeks, under 22 teachers, with an enrolment of 1,238 pupils. The course in these schools is not given, but it probably included, as in the past, much oral instruction on practical matters not always attended to in the ordinary schools.

The proper arrangement of a course of study so as neither to press heavily on the duller scholars nor needlessly keep back the quicker ones, has evidently engaged the attention of Superintendent Leach. He sees that on the whole the present courses are too full, as many pupils cannot master them, while many others drop out, year after year, without an approach to a completion of the course. To secure the best results, he urges that the fundamental branches, reading, spelling, writing, and arithmetic, be thoroughly studied, believing that good drill in these is more important and more generally beneficial than a multitude of things half learned.—(City report for 1876-77.)

Woonsocket, although not a city in its organization, ranks with many such in population and merits notice for its schools, which, except 2 outlying ungraded ones, are classed as primary, intermediate, grammar, and high. The primary schools appear to receive the special attention they deserve as lying at the base of the whole system, and teachers equal to any in the other grades are said to have been provided for them, while they have been furnished even more fully than the others with needful apparatus and books for the desk. For the grammar and high school grades a new and beautiful building has been provided in place of one burned in 1875. Three grammar schools exist, each with a male principal. The high school numbered 67 pupils in 1876-77. A course in vocal music has been introduced into the grammar and high schools. Evening schools were maintained from October 23, 1876, to February 16, 1877,

¹The figures for these cities are from the city reports. Those for expenditure include evening as well as day schools.

having a total of 16 teachers and 424 pupils, with an average belonging of 221 and a average attendance of 134. They are reported to have been far more successful than in any preceding session.—(Report for 1876-'77.)

TRAINING OF TEACHERS.

RHODE ISLAND STATE NORMAL SCHOOL, PROVIDENCE.

The number of students here in 1876-'77 was 143; the number of graduates, 31, whom 14 engaged in teaching. Five resident and 7 non-resident instructors have charge of the studies, which cover 2 years for a prescribed ordinary course and 2 years more for an authorized advanced course. The latter includes Latin, Greek, German, mathematics, and natural science, and is meant to prepare for higher work and better positions than the former. Graduates from the first course and graduates of high schools may be admitted to the second course without examination. Others must prove their qualification before entering.—(Report and return.)

The report of the trustees for 1877 states that the standard in the school both in admission and for graduation is raised steadily from year to year, and that there is a gratifying increase in the number of high school graduates who enter.—(State report.)

TEACHERS' MEETINGS AND INSTITUTES.

In Bristol there are meetings of the teachers under direction of the school committee once at least in each term for consultation as to school concerns and discussion of practical matters in a quiet way. At Cranston such meetings are reported to be held quarterly, and to have proved both interesting and instructive. At Gloucester the committee held 2 such in the winter of 1876-'77, "with gratifying results." At North Smithfield several appear to have been held, exerting, as usual, a beneficial influence.

Provision is made by law for holding teachers' institutes under the direction of the State commissioner, and he reports that within the year he conducted 3 himself and assisted in the work of 2 others, having in all the aid of prominent instructors and professors.

The attendance of teachers at these institutes was good, and a very general interest was awakened in each community in which they were held. In all but one instance the plan was adopted of holding the sessions on school days instead of taking a holiday. A larger attendance was thus secured. The institute work was made as practical as possible, nothing being introduced into the daily sessions except that which bore directly upon the work of the common schools. At each one the commissioner made a specialty of the metric system, causing it to be presented in a very thorough manner by means of a complete set of the metric measures.

Discouragements in the way of such assemblages diminish from year to year as the fact becomes more clearly demonstrated that the institutes impart valuable instruction and that those teachers who attend achieve the highest measure of success.—(State report.)

SECONDARY INSTRUCTION.

HIGH SCHOOLS.

Fourteen cities and towns are still reported as having separate high schools, or schools of equal grade, public or private. Four years appears to be the ordinary length of the course. At Providence an elegant building has been erected for the high school from which school 85 per cent. of the teachers in the city schools are said to be supplied. At Newport, because a portion of every class drops out before the completion of the course, the strictly practical and disciplinary studies have been evenly distributed throughout the 4 years, so that every pupil may get the utmost possible benefit from these during his time in the school. The high school here is supplying a want long felt in the community by abundantly furnishing, for the first time in the history of the place, candidates for teachers' places who are well trained and capable. Bristol the high school fell off considerably during the year from the loss of an effective assistant teacher whose place was not supplied. At Woonsocket a new and beautiful building for the high and grammar schools was dedicated in 1877. At East Greenwich it is proposed to turn to high school purposes the advantages of the excellent academy there, which can be had at smaller cost than would be needful to maintain a high school.

The public discussion of the high school question during the year has strengthened the sentiment that sustains these schools and drawn forth an emphatic utterance in favor of them. At the session of 1876 the house of representatives of the State passed a resolution instructing its committee on education to inquire and report to the house "whether or not the public money now expended on schools above the grade of grammar schools could not be expended more to the public advantage in instructing pupils attending the public schools in the industrial arts." The report of the committee in response to this inquiry stated that "The higher education is the fountain of popular education. We see that in all countries where great success has attended

ports to instruct the masses it has been due to the influences emanating from the higher seminaries of learning. Whatever influences operate detrimentally to the high schools in the same degree militate against the real efficiency of the elementary schools. The high schools may be modified, altered, or improved, as the exigencies of the various localities require, but never abolished."—(City reports and State report.)

OTHER SECONDARY SCHOOLS.

For statistics of reporting business colleges, private academics, and preparatory schools, see Tables IV, VI, and VII of the appendix following, and the summaries of them in the Report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

BROWN UNIVERSITY.

This university continues to be the one means for collegiate training in this State, and seems amply to supply all present needs in this direction. Depending on the high schools of the public system and various good classical schools around to prepare candidates for admission to its classes, it has no preparatory school, but it will examine in certain studies, a year beforehand, such as propose to enter its freshman class, thus giving time to make up all deficiencies and secure the most thorough preparation possible.¹ Besides special courses for students who are not candidates for a degree, the academical department includes the customary classical course for the degree of bachelor of arts and 3 courses for that of bachelor of philosophy, all covering 4 years each. Two of these 3 include classical studies in some measure; the third omits these and substitutes for them scientific studies. In all these courses there is a large allowance of elective studies, beginning in the classical with the second sophomore semester; in the philosophical, with the first one.

For its semiannual examinations, Brown secures in addition to the faculty committee of examination in each study; these are composed of prominent teachers, clergymen, lawyers, doctors, and scientists.—(Catalogue for 1877-78.)

A new fire proof library building, with accommodations for 150,000 volumes, is the chief outward addition made in 1877. The funds for this, amounting to \$65,000, besides a lot, came from the always liberal hands of the late John Carter Brown, A. M., for many years a member of the board of fellows.

For full statistics of the academical department, see Table IX of the appendix following; for a summary of these, the Report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The scientific department of Brown University enjoys the benefit of the United States grant for a State college of agriculture and the mechanic arts, and is substantially such a college for this State. Its regular course of study is of 3 years, and is meant for students who wish to prepare for pursuits especially requiring knowledge of mathematical and physical science and their application to the industrial arts. Applied chemistry, civil engineering, and agriculture in some of its scientific branches are the chief specialties of this department. Students who enter only for these studies in whole or in part are subject to the same conditions of admission as those for the select courses, and, having pursued them, receive certificates stating the time of their university residence and the measure of their acquisitions. If they, however, follow on from this beginning the regular classical or scientific courses of the university to their conclusion, they may receive the degree of bachelor of arts or bachelor of philosophy.

PROFESSIONAL.

So far as is known, there are no professional schools yet established in Rhode Island, nor any preparation for professional pursuits beyond the private study of theology with clergymen, of medicine and pharmacy with physicians and apothecaries, and of law with lawyers.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB, THE BLIND, AND THE FEEBLE-MINDED.

The State makes an annual allowance for the care and education of these several classes of unfortunates; but, having no institutions of her own for these purposes, has to avail herself of those in other States.

REFORMATORY AND INDUSTRIAL TRAINING.

The State, as such, has no reformatory or industrial school. The city of Providence, however, sustains the *Providence Reform School*, which makes its twenty-seventh annual

¹Specimens of the examination papers for admission in 1877 are given in the catalogue for the autumn of that year, and show a determination to have well fitted students.

report. This shows that since the founding of the school in 1850 it has had 2,584 inmates, of whom 213 remained at the date of the report. These inmates have come from every portion of the State, Providence naturally furnishing the largest number, a great proportion of them being boys. As usual in such cases, many who enter are illiterate and often have been idle vagrants. But those admitted are subjected to school training, receive moral instruction, and are taught such simple industries as may enable them to earn an honest living.—(Report and return.)

The *Shelter*, a private benevolent institution, also in Providence, receives and trains young colored children in reading, writing, arithmetic, and vocal music, as well as in sewing and housework, placing them afterwards in families. Twenty-five were trained in 1877.—(Return.)

ART EDUCATION.

A school to instruct artisans in drawing, painting, modelling, and designing, with a view to the application of the principles of art to the requirements of trade and manufacture, has been planned in Providence and will probably be open for such training in the autumn of 1878.

EDUCATIONAL CONVENTION.

RHODE ISLAND INSTITUTE OF INSTRUCTION.

The thirty-second annual session of this association was held at Providence, January 11-13, 1877, and was one of more than usual interest in respect to the importance of the questions considered, the speakers who gave instruction, and the number of teachers who assembled.

The first meetings of the institute were held in sections. Before the high school section the chief address was delivered by Professor J. H. Appleton, of Brown University, on "The methods of teaching chemistry." The session for the primary and grammar department was largely attended. Mr. A. J. Manchester described, with blackboard illustrations, "Methods of drill in penmanship;" Miss Mary L. Jewett, of the State Normal School, gave "A general exercise for common schools," and Mr. L. W. Russell delivered an address upon "Some defects in reading and their remedy." In the evening, Hon. Joseph White, late secretary of the Massachusetts board of education, addressed the institute on "Moral and religious training."

On the following day addresses were delivered and papers read on "Reform in spelling," by Mr. Edward H. Cutler, of the Providence High School, and on "English literature in the common schools," by Principal Greenough, of the normal school. "The metric system," in its principles, methods, rules, and advantages, was discussed by W. F. Bradbury, of Cambridge, Mass., and "The Kindergarten," by Hon. B. G. Northrop, of Connecticut. The customary large mass meeting in the evening, held in Music Hall, was addressed by Rev. H. I. Cushman, on "The practical in education;" by Hon. Joseph White, of Massachusetts, on the "Importance of the teachers' calling;" by Hon. B. G. Northrop, on "The English language;" by Rev. Dr. Behrends, on "How far should the state educate?" and by Rev. Dr. Taylor, who spoke on various educational topics.

On the last day, addresses were delivered by William B. Dwight, of the Connecticut Normal School, on "Reaching the mind of the pupil," and by Hon. T. B. Stockwell, on "Education at the Centennial."

The exercises each day were enlivened by singing, by the reading of entertaining selections, and by a discussion of the different addresses and papers.—(New-England Journal of Education.)

OBITUARY RECORD.

ALEXIS CASWELL, D. D., LL. D.

On the 8th of January, 1877, died this honored ex-president of Brown University—distinguished at once as a scholar, scientist, divine, and useful citizen. Born in Taunton, Mass., January 29, 1799, he was thus nearly 78. Descending, on both sides, from old New England blood, he grew up with all the sturdy firmness of that stock, plodded five miles on foot every day while preparing himself for college, and entering Brown University in September, 1818, bore off in 1822 the highest honors in a class of more than usual excellence. After a year of further study, accepting a tutorship at Columbian College, Washington, D. C., he rose to the professorship of ancient languages within two years, discharging with great acceptability the duties of the chair from 1825 to 1827, and pursuing theological studies at the same time. Owing to the embarrassed circumstances of the college, he temporarily accepted the pastorate of a Baptist church in Halifax, Nova Scotia, and then that of an important church in Providence, of which he had become a member while in college. While engaged in this latter charge in the autumn of 1828, the professorship of mathematics and philosophy in his alma mater fell vacant through the resignation of Dr. Alva Woods. Mr. Caswell, being at once offered the chair, accepted it, and thenceforward was identified

lege and with Providence. Coming thus into intimate association with Wayland, who had been elected to his high office eighteen months before, Caswell gave his chief his heartiest assistance in efforts to improve the diseased institution and to enlarge and elevate its course. In such harmonious cooperation they went on till 1855, when President Wayland resigned the place which he had held since 1827, and President Sears came in. As the senior member of the faculty, Caswell's ability and usefulness, most active in the promotion of the interests of the college and for some time previous substantially its head, Dr. Caswell might reasonably have expected at this time a promotion to the presidency. And when what he had long desired was given to another, it would not have been strange if he had shown discontent. But if any was experienced, no one heard it from his lips or countenance. He went about his duties (since 1850, those of instruction in physics and astronomy) as if everything had gone according to his wish, giving the president the same hearty support he had always given Dr. Wayland. After he allowed himself, for the first time, a year of rest and travel, visiting astronomical observatories of the Old World, and attending meetings of its associations. Then, after two years' further service, in 1863 he resigned the position which for thirty-five years he had adorned, and retired to attend to his private interests. But he was not suffered to remain in private life. The year after the university again becoming vacant by the retirement of Dr. Sears in 1867, it was offered to Dr. Caswell in the January following. He accepted with confidence, successfully administered his trust for four years and a half, and again resigned, leaving the university with a larger student roll, a fuller library, an additional professorship, and a museum much increased. Connected with the college he had been for many years an active member and president of the American Association for the Promotion of Science, and was an original incorporator of the National Academy of Science. In these associations he had done valuable service. But now the evening of life came on, the quietude of social life was sought, and while not withholding his counsels from the presence of such scientific gatherings as he could attend, it was mainly to the philanthropical associations that called him from his retirement and brought him again before the world. His last days of a well spent life were serenely passed in a city which is said to have been "crowded with his friends, but containing no single enemy."—(Memorial volume, 1877.)

CHIEF STATE SCHOOL OFFICERS.

WILLIAM CHARLES C. VAN ZANDT, *president of the State board of education, Providence.*
 THOMAS B. STOCKWELL, *State commissioner of public schools, Providence.*

Dr. Caswell received the degree of doctor of divinity in 1841, and that of doctor of laws in 1865.

SOUTH CAROLINA.

STATISTICAL SUMMARY.

	1875-76.	1876-77.	Increase.	De
POPULATION AND ATTENDANCE.				
White youth of school age.....	85,678	83,813	.....
Colored youth of school age.....	152,293	144,315	.....
Total school population.....	237,971	228,128	.....
Enrolled in public schools, white.....	52,283	46,444	.....
Enrolled in public schools, colored.....	70,802	55,952	.....
Total enrolment.....	123,085	102,396	.....
SCHOOL DISTRICTS AND SCHOOLS.				
School districts.....	427	437	10	...
Free public schools.....	2,776	2,483	.....
School-houses.....	2,465	2,084	.....
Number of these owned by districts.....		597	.....
Number owned by other parties.....		1,487	.....
Number with grounds inclosed.....		191	.....
New school-houses erected.....		25	.....
Cost of these.....		\$2,775	.....
New ones rented during the year.....		79	.....
Rent paid for these.....		\$2,430	.....
Valuation of school-houses.....	\$326,063	294,907	.....	\$
TEACHERS AND THEIR PAY.				
Men teaching in the public schools.....	1,914	1,639	.....
Women teaching in the public schools.....	1,154	1,035	.....
Number of white teachers.....	1,981	1,725	.....
Number of colored teachers.....	1,087	949	.....
Average monthly pay of men.....	\$30 40	\$28 32	.....
Average monthly pay of women.....	28 86	26 87	.....
INCOME AND EXPENDITURE.				
Whole receipts for public schools.....	\$457,260	\$189,353	.....	\$
Whole expenditure for them.....	423,871	226,021	.....	1

(From reports of Hon. J. K. Jilison and Hon. Hugh S. Thompson,¹ State super-
 ents of education, for the two years indicated.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

A *State superintendent of education* is elected every 2 years by the people in the manner as other State officers for general supervision of all the public schools to visit and inspect them, and make annual report through the governor to the legislature.

A *State board of examiners*, composed of the State superintendent and 4 appointed by the governor, the superintendent being chairman, constitutes a body which the latter may consult when in doubt about his official duties. It also has power to prescribe rules, text books, and a course of study for the schools, as well as to examine teachers and issue certificates good through the State.

¹ In the Report of the Commissioner of Education for 1876 the name of Mr. Thompson was printed S. R. Thompson.

LOCAL.

A *county school commissioner*, elected by the people every 2 years, has in each county, under the State superintendent, the supervision of all the public schools within it, except in Charleston County, where the city school system, having a superintendent of its own, is exempt from such supervision.

County boards of examiners, composed of the county commissioner and 2 other members appointed by the State board for terms of 2 years, examine in their respective counties candidates for positions as teachers in the public schools, and give to each person found qualified a certificate setting forth the things he is capable of teaching, such examination to be renewed every year. These boards advise the commissioners as to doubtful points of duty and divide their counties into convenient school districts.

Boards of trustees, each composed of 3 members, for the school districts thus formed are appointed by the county board of examiners for terms of 2 years, to take the management and control of the school interests of the district.—(State school law.)

ELEMENTARY INSTRUCTION.

GENERAL CONDITION.

A glance at the statistics is enough to show that there is apparent retrogression at every point, save in the number of school districts, in which there is an increase of 10. To some extent this retrogression is apparent only, and is due to a failure of school officers to report. In a large measure, however, it is doubtless real, and is attributed by Superintendent Thompson mainly to three causes: (1) The political disorders which preceded and attended the change in the State government at the close of 1876 and opening of 1877 disorganized the school system. (2) In the belief that the schools had generally been closed from this cause, and that for those remaining a comparatively small amount would be required, the new legislature appropriated only \$100,000, in addition to the poll tax, for the maintenance of the free schools, in place of the \$902,662 of 1876. This might perhaps have proved sufficient, as a penalty had been imposed for non-payment of the poll tax, which it was supposed would considerably increase the revenue from that source. But (3) just as the schools were getting into operation agitation was begun to secure the payment from the revenues of this school year of claims which had been pending against the school funds for services and supplies in 1873. In August, 1877, the supreme court affirmed the constitutionality of an act which had been passed March 3, 1874, to provide for meeting these old claims, and the effect was to divert in this direction a large part of the revenue which had been relied on to maintain the schools for the remainder of the fiscal year, which closed October 31, 1877. From these three causes there were fewer schools, smaller enrolments, and shorter school terms than in previous years. The superintendent, nevertheless, believes that there has been throughout the State a renewed interest in education, which, under better circumstances, he hopes will bear good fruit. But he sees obstacles in the way of an efficient system of free schools which it must take long to thoroughly surmount. Among these he enumerates three: first, the necessary expensiveness of having separate schools for the equal education of the whites and blacks, an arrangement which no southern State would be willing to forego; next, the difficulty of so placing schools in the sparsely settled sections of the State as to put them within reach of all; and, finally, the great poverty of very many parents of both races, which renders it difficult for them to furnish their children needed text books, and which often forces them to keep the children from school because of the need of their assistance in the labors of the house and of the field.—(State report.)

MEANS OF IMPROVEMENT.

With a view to obtaining the needed funds for meeting the inevitable expenses of the schools Superintendent Thompson favors the adoption of a proposed amendment to the constitution which would authorize the levying of a tax of not less than 2 mills on the dollar, said tax to be held in the several county treasuries and paid out only for the support of public schools. He also favors the passage of an act, like the one of which Charleston now enjoys the benefit, allowing all incorporated towns to levy taxes additional to the ordinary ones for the support of schools within their corporate limits.

Another means to which he looks for yet more general improvement of the schools is the passage of a law amendatory of the act of 1871. With the aid of several gentlemen experienced in school matters and learned in the law, he prepared a bill in 1877 which substitutes for the present unwieldy board of education, composed of the State superintendent and all the county school commissioners, a State board of examiners, to be composed of the superintendent and 4 persons appointed by the governor; gives this board the usual large powers of a State board; makes it advisory to the superintendent in his duties; does away with the free supply of text books by the State; removes from the hands of school trustees a power now liable to great abuse, and gives them for taking a biennial census of school children a compensation not hitherto

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afforded them for such work. Beyond these things the proposed new law conform mainly to the older one.¹—(State report.)

AID FROM THE PEABODY FUND.

Aid to the amount of \$4,100 was received in 1876-'77 from the Peabody education fund, and was appropriated to schools in Columbia, Florence, Yorkville, Sumter, and Aiken Counties. All but 2 of the 7 schools thus aided were for the instruction of colored pupils, and the amounts appropriated indicate an enrolment of from 100 to 400 children, with an average attendance of 85 per cent., while the mere fact of the appropriation to each school is evidence of its being a free common school with proper grade and with at least 1 teacher for every 50 pupils.—(State report.)

KINDERGARTEN.

A school of this class—with a conductor, assistant, and 24 pupils attending 2 hours daily for 5 days of each week—is reported from the Williamston Female College, Williamston, as accomplishing results "good beyond the most sanguine hopes."—(State report.)

CHARLESTON CITY SCHOOL SYSTEM.

OFFICERS.

A board of city school commissioners elected by the people at each regular municipal election, 1 for each city ward, has charge of the interests of the city public schools, with power to elect a superintendent for them, and to levy and cause to be collected, as other city taxes are, a sum not to exceed a mill and a half upon the dollar on all taxable property in the city, the money so collected to be placed in the city treasury, subject to the order of the commissioners, for the benefit of the public schools.—(Law of March 6, 1871.)

STATISTICS.

Estimated present population of the city, 54,000; youth of school age, 5,873 white and 6,854 colored, a total of 12,727; public school buildings, 5; enrolled in these, 6,713, nearly equally divided between white and colored, the great majority of these in the ordinary English studies, with 401 in higher branches; teachers, 89, of whom 10 were colored; average monthly pay of teachers, \$121.66 for males and \$39.23 for females; number of months the schools were in session, 10; expenditure for them, \$58,675. Of this sum, \$50,925 went to pay salaries of teachers, school officers, and janitors; \$418 for rent of lands on which two of the school-houses are built; \$1,305 for repairs; \$1,559 for insurance and other incidentals; and \$4,467 for books and school apparatus.—(Report of city board in State report.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

The State normal school at Columbia was suspended in June, 1877, from want of legislative support. The State is thus without a normal school of its own. A normal course, however, covering 4 years, is provided for at *Claflin University*, Orangeburg, designed for whites, and the *Avery Normal Institute*, Charleston, under the auspices of the American Missionary Association, prepares teachers for the schools of the colored race. In 1877 it had 87 pupils studying with a view of becoming teachers, besides 238 others. In the summer of that year, 22 were graduated from a 4 years' normal course, which begins, however, with the primary elements. In the high school at Charleston, some attention is also given to the preparation of teachers for the city schools.

TEACHERS' INSTITUTES.

The law makes no positive provision for holding teachers' institutes. It is made the duty, however, of each county school commissioner "to aid the teachers in all proper efforts to improve themselves in their profession." For this purpose he is to encourage the formation of associations of teachers for common improvement; to attend the meetings of such associations, and to give such advice and instruction in regard to their management as in his judgment will contribute to their efficiency.

It does not appear from the State superintendent's report that any of these associations of teachers were held during the year 1876-'77, although in the previous year there were teachers' institutes held in 4 counties of the State.

SECONDARY INSTRUCTION.

HIGH SCHOOLS.

No statistics are given by the State superintendent in respect to such schools beyond the statement that 2,546 pupils in the public schools were pursuing the higher branches

¹ This bill, later advised inform us, passed the legislature and was approved March 22, 1878.

decrease of 592 from the number of the previous year. Of the above number, in the Charleston High School.

Admiral Thompson states in his report that gentlemen deeply interested in the advancement of the State have proposed a revival of the old system of schools to be supported partly by the State and partly from tuition fees. If a system of schools thus organized would possess many advantages, and are practicable now he would urge the adoption of the plan. But he does, in accordance with a constitution which provides for free schools only, of the public fund can be used for this purpose; and in the existing financial state of the State he cannot advise any additional taxation for schools.—(State

OTHER SECONDARY SCHOOLS.

Statistics of private academics and of preparatory departments of colleges and see Tables VI, IX, and X of the appendix following, and the summaries of Report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

ACADEMIC DEPARTMENTS OF COLLEGES AND UNIVERSITIES.

Statistics of reporting colleges and universities, see Table IX of the appendix following, a summary of it in the Report of the Commissioner preceding; for their details see the Report of the Commissioner of Education for 1876.

As said here, however, that the *College of Charleston* greatly revised and improved its course in 1877, substituting in the earlier part Smith's History of Rome and Gibbon for Duruy's *Histoire Romaine*, rearranging much of the Latin and making many other desirable changes. Special courses, to include at least one, are also provided.—(Circular for 1877-'78.)

College of the South, Due West, presents in its catalogue for 1877-'78 a scientific department to the preparatory and classical collegiate noticed in 1876.

College of Newberry, presents also for the same year, besides its preparatory courses, mentioned last year, a scientific course to be recommended to the trustees for adoption.

University of Orangeburg, not mentioned under this head in 1876, reports for the year 1877-78 a connection with its academical department, an English preparatory course of one year continued till the improved condition of the common schools shall render it unnecessary; a classical preparatory, also of 2 years, introductory to its collegiate course; and a normal course of 2 years beyond the 2 preparatory years.

College of Spartanburg, has added a scientific course to its previous one for arts, and has taken another step in advance by adopting a rule to confer degrees, but to restrict this degree to such bachelors of arts graduated with distinction, who shall pursue for a year after graduation an assigned course of study in one of the regular departments of the college, and pass with distinction a written examination on that work.

University of South Carolina, at Columbia, suspended in 1877 for want of legislation, remains closed.

COLLEGES FOR WOMEN.

Statistics of institutions for the superior instruction of young women, see Table X of the appendix following, and a summary of it in the Report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

For statistics of these, see Tables X-XIII of the appendix, and summaries of these in the Report of the Commissioner preceding.]

SCIENTIFIC.

Carolina Agricultural College and Mechanics' Institute, at Orangeburg, a department of Claxton University serving as the State college of agriculture and mechanical and scientific courses, for which it prepares students in its schools. It has an experimental farm connected with the institution and a carpenter shop for instruction. Other mechanical departments will be opened as means may be found. Tuition is free. Number of students, 37, of whom 12 were young men. Catalogue and return, 1877.)

THEOLOGICAL.

ological Seminary of the Synod of South Carolina and Georgia, at Columbia, S. C., takes the high stand of requiring a collegiate education or its equivalent precedent to entrance on its course. It reports for the year 1877-78 the names of 40 students who all had pursued studies at some college or university before entering here.

236 REPORT OF THE COMMISSIONER OF EDUCATION.

The *Southern Baptist Theological Seminary*, formerly at Greenville, was removed 1877 to Louisville, Ky.—(Letter from Professor Broadus.)

LEGAL.

The *Law School of the University of South Carolina*, closed in common with the departments in 1877, remains still suspended.

MEDICAL.

The *Medical College of South Carolina*, at Charleston, with the usual 3 years and 2 courses of lectures, had 60 students under its 7 professors and a demonstration in 1877.—(Return.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The South Carolina Institution for the Education of the Deaf and Dumb and the Blind at Cedar Spring, had an attendance during the year 1876-77 of 26 pupils, 17 deaf and dumb and 9 blind. In the department for the deaf and dumb the pupils are taught the course of instruction, geography, arithmetic, English grammar, algebra, geometry, Latin, Bible lessons, and general literature. In the department for the blind, they are orthography, reading, writing, mental and arithmetic, English grammar, geography, ancient and modern history, natural philosophy, rhetoric, geology, algebra, biblical and general literature, and vocal and instrumental music. The State appropriation for the fiscal year was \$5,000. An additional \$2,000 is asked for in order to make arrangements for instructing these young people in appropriate industries, such as printing, cabinet work, and shoemaking for the deaf and dumb, and broom, mat, and brush making, and chair seating for the blind.—(Return, 1876-77.)

EDUCATION OF ORPHANS.

The *Holy Communion Church Institute*, Charleston (Protestant Episcopal), continued in 1877 the excellent work begun ten years before; it brings up in connection with its day school and boards free of charge in its home such orphan and destitute children of good character as its rector, Rev. Dr. A. T. Porter, can find the means to train and educate, aiding them afterward in obtaining positions in business or professional college study. In 1877 there were 85 boarders in the home, besides 70 day scholars.—(Return.)

OBITUARY RECORD.

PROFESSOR WILLIAM WILLIAMS, D. D.

Dr. Williams, born in Athens, Ga., March 15, 1821, received his literary training at the University of Georgia, and studied law at the law school of Harvard University in Cambridge, Mass. After 5 years' practice of his profession he became a Baptist minister, preached for 5 years in Auburn, Ala., and then was made professor of theology in Mercer University, at Macon, in his native State. In 1859 he was appointed professor of church history, church government, and pastoral duties in the Baptist Theological Seminary, which was opened that year in Greenville, S. C., which in 1877 was removed to Louisville, Ky. Some years after assuming his duties at Greenville, he was transferred to the chair of theology in the seminary, and continued in this till his death, which occurred at Aiken, February 20, 1877.

Dr. Williams possessed great acuteness and vigor, was rarely equalled by those of his time as a reasoner, and was especially remarkable for the terse and clear statement of any subject on which he had to speak. His lectures excited admiration and enthusiasm, and his preaching was of a high order.—(Communication from Professor A. Broadus, Louisville, Ky.)

CHIEF STATE SCHOOL OFFICER.

Hon. HUGH S. THOMPSON, *State superintendent of education, Columbia.*

[First term, May 1, 1877, to January 1, 1879.]

TENNESSEE.
STATISTICAL SUMMARY.

	1875-'76.	1876-'77.	Increase.	Decrease.
EDUCATION AND ATTENDANCE.				
of school age (6-18)	325,312	330,935	5,623	.....
of like age	108,819	111,523	2,704	.....
of total population	434,131	442,458	8,327	.....
in public schools .....	.....	171,535	.....	.....
in the same .....	.....	43,043	.....	.....
led as to color	194,180	13,065	.....	.....
reported enrolment <i>a</i>	194,180	227,643	33,463	.....
daily attendance	125,908	142,266	16,358	.....
SCHOOLS AND SCHOOL-HOUSES.				
schools for whites	3,070	.....	.....	.....
schools for colored pupils	827	.....	.....	.....
number of public schools <i>b</i>	3,897	4,604	707	.....
of these graded	152	196	44	.....
of consolidated schools	156	171	15	.....
time of schools in days	72	70	.....	2
of public school-houses	3,156	3,388	232	.....
built	295	272	.....	23
value of school buildings and <i>c</i>	\$1,048,944	\$1,090,814	\$41,870	.....
TEACHERS AND THEIR PAY.				
of teachers licensed	4,168	4,317	149	.....
employed	4,210	5,001	791	.....
of these white	3,396	4,013	617	.....
colored	814	988	174	.....
monthly pay	\$32 18	\$28 53	.....	\$3 65
REVENUE AND EXPENDITURE.				
receipts for public schools	\$838,735	\$718,423	.....	\$120,312
expenditure on them	698,220	691,072	.....	37,148
STATE SCHOOL FUND.				
of available fund	\$2,512,500	\$2,512,500	.....	.....
PRIVATE SCHOOLS.				
of such schools reported	1,063	1,025	.....	58
of teachers in them	1,251	1,147	.....	104
pupils	31,416	28,291	.....	3,125
attendance	17,820	17,213	.....	607

the enrolment and attendance were not reported from 12 counties; in 1877, 5 counties failed to report enrolment and 8 daily attendance, probably from the fact that the superintendents of those counties received little or no salary. 8 counties failed to report the number of schools; in 1877, the same number reported neither the number of schools nor the number of teachers, probably for the reason given above.

reports of Hon. Leon. Trousdale, State superintendent of public schools, for the years indicated.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

The *superintendent of public schools*, nominated by the governor and confirmed by the senate for a term of 2 years, has the oversight of the free school system throughout the State.

out the State, and is required to submit to the governor a plain statistical statement respecting it by the middle of December of each year.

LOCAL.

For each county, a *superintendent of public schools* is elected by the county biennially, in January of the even years; he must be a person of literary and scientific attainments, and, when practicable, of skill and experience in the art of teaching, and must report annually, by October 1, to the State superintendent.

For each school district, there is a *board of three directors*, elected by the people of the district for terms of 3 years, one to be changed or reelected each year. In case of failure to elect a director in any year, the county superintendent appoints one.

In cities, *boards of education* of different numbers and terms, with city superintendents, have charge of the interests of public schools.

ELEMENTARY INSTRUCTION.

GENERAL CONDITION.

The figures for the year show that there is a fuller life in the school system. Notwithstanding prevalent depression in all business, consequent large decrease in receipts, and necessary proportionate decrease in the expenditure for schools, reported enrolment in public schools exceeded by 33,463 that of 1876 (7 fewer count, however, reporting this item in 1876); while both enrolment and average attendance greatly exceeded the reported increase of scholastic population. To meet the increased enrolment and attendance, we find 707 more schools open, with 791 more teachers, which gives 1 new teacher for every 42 new pupils enrolled and for every 21 addition in average attendance. In the mean time, the private schools have so declined as to show 58 less in the number of institutions, 104 fewer teachers, and a diminution of 3, in enrolment and of 607 in the average attendance.

Besides the greater numbers in the public schools, the superintendent reports a better quality of teaching, partly through more care in examining and giving licenses, partly through greater efforts on the part of the teachers to improve. This last has doubt resulted in some measure from the more complete instruction afforded teachers in county institutes, 27 more such institutes having been held in 1877 than in the preceding year. And when a larger enrolment, better attendance, and improved quality of teaching come at a time which has witnessed the cutting down of wages and the reduction of other expenses wherever practicable, we may perceive what an increase of vitality there would be should all the counties do what is now done in about two-thirds of them, i. e., raise local taxes to supplement the State allowance for public education.

A further evidence of progress is the increase of graded schools, in which rank is also reckoned the consolidated schools, these being private academies and seminaries which extend to public pupils their advantages on condition of receiving a proportionate share of the school funds. The increase of these two was 59, making a total of 367 for the State.

SCHOOLS FOR COLORED CHILDREN.

Only 38.6 per cent. of the colored children of school age were enrolled in the public schools, while the proportion of white children thus enrolled was nearly 80 per cent. This disparity is accounted for by the sparseness of the colored population in some counties, there not being in the school districts a number sufficient to organize schools. The same advantages are offered both races by the law, and in districts in which their population preponderates colored inhabitants are not slow to avail themselves of their opportunities. Much complaint is made in almost every county of the incompetency of colored teachers and of the difficulty of obtaining well qualified ones. This difficulty is being gradually overcome through the aid of the various colleges for colored students, especially those at the capital.—(State report for 1877.)

SCHOOL-HOUSES.

In some counties the people have been awakened to the necessity of having school houses properly constructed and well situated, and the erection of 272 new ones is reported. Some of these were paid for out of the school fund, some were built by private enterprise and others by combined individual and public funds. The school fund is not large enough to build the needed houses without discontinuing the schools for a limited period; but when private aid cannot be obtained there is no other alternative and in such cases school directors have been advised to build the houses as they are wanted, "to promote the interests of schools in their respective districts." Conveniently placed, comfortable, and commodious school-houses, with good seats, blackboards, and elementary charts, will, it is believed, disarm the most obstinate opposers to the system.—(State report.)

AID FROM THE PEABODY FUND.

This excellently managed fund has greatly assisted in effecting the improvement noticeable in the State school system. In 1876-'77, besides allowing \$9,000 for the normal college at the capital, the general agent allowed \$6,850 for school purposes within the State, of which \$200 went to an institute for the improvement of colored teachers. The grants are wisely limited to such really graded schools as continue for 10 months of the year, with at least 100 pupils on each roll, 85 of the 100 in average attendance, and 1 teacher for every 50 scholars; every such school helps to raise others to its standard.

INDUSTRIAL TRAINING.

In view of a circular from the president of the East Tennessee University and State Industrial College requesting county superintendents to select proficient and worthy pupils from the public schools for free matriculation at this college, Superintendent Trousdale seconds the appeal. He says that the university, founded to give an industrial and scientific education, is designed to be the complement of the State school system; that there is a tendency toward giving more weight to industrial training in the free schools; and that such a training is an indispensable preliminary to diversifying State industries, affording employment to idle laborers, and producing and increasing skill in manufacturing and mechanical pursuits. In the lack of educated master workmen and of laborers trained to be skilful in their pursuits, he sees a cause sufficient to account for the absence of manufacturing industry in a State in which idle laborers are abundant and the material for manufactures is produced on every hand. He would therefore have students sought out for the university, seeing in this the starting point for a new movement clearly pointed out by the needs as well as the advantages of Tennessee.—(State report.)

A DANGER ESCAPED.

The opponents of an organized State school system mustered sufficient strength to secure the passage of a law by the legislature in 1877 abolishing both State and county superintendency. The governor, however, came to the rescue of the system, and declined to affix his signature.

CITY SCHOOL SYSTEMS.

OFFICERS.

As no general law prescribes the official staff for a city system in this State, the boards of education differ in numbers and organization. That of Knoxville has 5 members, chosen for terms of 5 years each, 1 going out each year; that of Memphis 20, chosen for terms of 2 years, 10 going out each year; that of Nashville 9, chosen for terms of 3 years, 3 going out each year. City superintendents of schools serve as the active agents of the boards.

STATISTICS.

City.	Population.	Children of school age.	Enrolled.	Average daily attendance.	Teachers.	Expenditure.
Chattanooga	a12,000	2,421	1,700	.....	24	\$15,884
Knoxville	a16,000	1,949	1,415	.....	22	12,367
Memphis	a50,000	b9,001	3,097	2,457	63	61,014
Nashville	27,085	9,535	4,032	2,936	674	60,673

a Estimated.

b The legal school age in Memphis is stated in a return to be 6 to 20 years. In the other cities it is given in returns as 6 to 18.

c This is not inclusive of 2 special teachers.

ADDITIONAL PARTICULARS.

At *Chattanooga*, according to a return of the superintendent, from which the above statistics are taken, the schools are classed as primary, grammar, and high, the first 2 of these including 8 grades; the high school, 3. At present all the grades are arranged in the same buildings, but kept distinct. No distinction in the pay of teachers is made for difference in the grade of school taught, but only for the rank of the teacher. Music, drawing, and penmanship are taught by the regular teachers, under the direction of the superintendent.

Knoxville, also grading her schools from primary up to high, but with intermediate classes between the primary and grammar grades, reports improvement in attendance, in the quality of teaching, and in the accommodations for scholars. It had been supposed that the Knoxville College, meant for colored pupils, would take many from the public schools; but, instead of this, the number in the colored schools, as in the others, has been larger in the past year than previously, so that the rooms for their use are

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even inconveniently crowded. The city schools, too, are beginning to furnish for themselves resident teachers accustomed to the system. Three graduates of the high school, chosen as teachers after thorough examination, are said to be doing very satisfactory work. The trustees of the Hampden Sidney Academy have generously put that excellent building at the disposal of the board of education, to increase the accommodations of the girls' department of the intermediate and grammar grades.—(City report for 1876-77.)

Memphis, where, too, there is a fully graded system, sends no report for 1876-77 beyond statistics. In the preceding year the report indicated a saving of not less than \$10,000 through a system of half-day schools, in which each child received a larger measure of attention from the teacher than had been customary in the full time schools; and this, too, with greater variety of exercises and far less inconvenience from crowding. A normal class was also noted as having been established to prepare teachers for the city schools. Arrangements so advantageous as both these were are not likely to have been discontinued.

At *Nashville* the course of study extends through 11 grades, each apparently occupying one year. The last 3 years include high school studies. There is also a special course in writing and drawing. Object lessons enter largely into the instruction given for the first 6 years. Vocal music is taught throughout. In the last year of the high school Latin composition is to be practised, and pupils in German and French are to use those languages in the class room. With an increase of 421 in the number of children of school age, there was for 1876-77 a decrease of 127 in the enrolment and some falling off in average daily attendance; this last attributed to the prevalence of diphtheria. A table of statistics covering the last seven years, however, shows on the whole a steady increase in the percentage of both enrolment and attendance, while the percentage of tardiness has fallen off in a most remarkable degree, from 1.36 in 1870-71 to only .17 in 1876-77. Much is said to have been accomplished, too, in developing among the pupils a sense of right and propriety, an enlightened prevalent opinion that discourages any tendency to rudeness and disorder. The colored children in the schools are credited with an improvement much beyond the whites in respect to attendance and punctuality; and, except that the management and means of discipline for them have had to be slightly more stringent and the time required for classes to accomplish the same work a little more protracted, their schools are reported to have done as well as any under the charge of the school board.—(City report for 1876-77.)

TRAINING OF TEACHERS.

STATE NORMAL COLLEGE, NASHVILLE.

This is a college rather for the State than of the State, the legislature doing thus far nothing toward its support and the Peabody fund furnishing most of the means. The remainder comes from the University of Nashville, which gives the use of its buildings, grounds, and library.

The second scholastic year of the institution is reported to have been eminently successful, the standard of scholarship having been raised, the teaching force increased, a body of 92 students gathered, and a respectable first class graduated, numbering 8, who all engaged in teaching.

In order to diffuse as widely as possible the advantages of the school and encourage pupils to prepare in it for teaching, tuition has been made entirely free, the only charge being one of \$3 a year to defray a part of the incidental expenses. Many of the text books required are also loaned to students. The hope is held out that, through extra appropriations from the trustees of the Peabody fund, there will be in another year considerable chemical and philosophical apparatus, and several scholarships for the benefit of other States not yet in a condition to do much toward training teachers.—(Report of president for 1876-77.)

OTHER NORMAL TRAINING.

The Freedmen's Normal Institute, Maryville, reports 40 normal students for 1877; the Le Moyne Normal School, Memphis, 165; the normal department of Central Tennessee College, 72; that of Fisk University, 299; that of Maryville College, 15; and the McNairy County Normal Institute, a department of Purdy College, 14; in all, 606. The first 4 are largely, if not wholly, for colored students, and report for the year 27 graduates, of whom 24 engaged in teaching. The course at the Maryville Institute is of 3 years; at the Le Moyne School, 4; at Central Tennessee College, 2; at Fisk University, 5 for the lower and 7 for the higher normal; at the McNairy County Institute, 3. At Maryville College it is a sort of parallel course with the others pursued.—(Returns and catalogues.)

TEACHERS' INSTITUTES.

A teachers' institute was held in each of the ten congressional districts of the State with encouraging success. The State superintendent was present and presided at all but one; a majority of the county superintendents attended, and there was at each

ting an average of about fifty teachers present. Many of the ablest and most full teachers and lecturers in the State participated actively in the discussions. Every meeting was held in the people hospitably entertained the teachers. They also attended and showed an interest in the exercises. There is but one sentiment as to the value of these meetings in arousing the teachers to the importance of their work, in stimulating inquiry and exertion, in enlarging their views, and in quickening their professional zeal and pride.

There being no appropriation to sustain institutes, the balance left of \$600 given by Sears, agent of the Peabody education fund, in 1876, was used to pay the travelling expenses of lecturers.

The State Teachers' Institute (colored) held about fifteen normal institutes in different parts of the State for the benefit of colored teachers. The professors of Fisk University, of the Central Tennessee College, and of the Nashville Normal Institute assisted Professor Spence, the president, in organizing and instructing these institutes. Upon the recommendation of the State superintendent \$200 were appropriated from the Peabody fund to pay the expenses of the managers and instructors.—(State report for 1876-77.)

DEPARTMENTS OF EDUCATIONAL JOURNALS.

The Tennessee School Journal, which began and ended in 1874, has had no successor devoted to the interests of education in the State. But there have been educational departments, first, in the American Journal of Education, published at St. Louis, more recently in the Eclectic Teacher, published since July, 1876, at Carlisle, Pa.

SECONDARY INSTRUCTION.

HIGH SCHOOLS.

The 171 consolidated schools reported, with the high schools in a few county towns in the five or six chief cities of the State, represent all that we at present know of secondary instruction under the free school system, as the State report does not indicate either the number of public high schools or of instructors and pupils in them. In the list of schools aided by the Peabody fund 8 high schools appear. Neither printed report nor written return from Knoxville, whose schools were among those aided from that fund, indicates the existence there of any school with such a designation, but the same presented shows that high school studies are prosecuted to a very considerable extent in the grammar grades, reaching to Cicero's Orations in Latin, to Xenophon's Memorabilia in Greek, and including geometry, trigonometry, and Anglo-Saxon, with a fair range of English literature. At Memphis the high school is reported to have 4 rooms with 240 sittings, and to be divided into male and female departments, but the number of teachers and pupils is not given. Nashville reports 1 room for recitation and study and 4 for recitation only, with 5 teachers, 227 scholars, and an average attendance of 183.—(Reports and returns.)

OTHER SECONDARY SCHOOLS.

For statistics of business colleges and private academies, of a preparatory school, and of preparatory departments of colleges and universities, see Tables IV, VI, VII, and IX of the appendix following, and the summaries of these in the Report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES.

For statistics under this head, see Table IX of the appendix, and a summary of this in the Report of the Commissioner preceding.

The following 2 colleges, however, do not send written returns for 1877, and their statistics therefore are not in the table referred to: *Burritt College*, Spencer, and *Mary Ann College*, Winchester. The printed catalogues for 1876-77 show an attendance of 109 students in the first and 105 in the second.

The departments and courses of instruction in all the colleges, so far as appears, are the same as reported in 1876. In about half of the colleges in the State both sexes are admitted, and in at least 7 cases we find these colleges beginning the preparation of their students with primary departments.

Neophogen College ceased to exist at the close of 1877.

COLLEGES FOR WOMEN.

For statistics under this head, see Table VIII of the appendix, and a summary of it in the Report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The Tennessee Agricultural College, a department of East Tennessee University, at Knoxville, has courses of instruction in agriculture and in mechanic arts, each of which covers 4 years. During the sophomore and freshman years the two courses are nearly identical, the more special and technical studies being placed in the latter years of the collegiate term. There are 275 State scholarships provided; and, as before mentioned, the president is looking up students to fill them. The whole number attending the university in 1877 was 92. The proportion of these engaged in scientific study does not appear.—(Catalogue and return, 1877.)

Scientific departments are also connected with Vanderbilt University, the University of the South, Greeneville and Tusculum College, and Central Tennessee College.

THEOLOGICAL.

The theological departments of *Cumberland University*, Lebanon (Cumberland Presbyterian), *Central Tennessee College*, Nashville (Methodist Episcopal), *Fisk University*, Nashville (Congregational), and *Vanderbilt University*, Nashville (Methodist Episcopal Church South), report courses of 3 years each, except the first, which has only 2. In this, however, there seems to be a starting from a higher point than in the others, candidates being examined as to the possession of a good English education and some acquaintance with the Greek New Testament. None appears to require a collegiate training or any approach to an equivalent for this, though Vanderbilt has a course designed for classical students as well as one wholly English. That at Central Tennessee College, mainly for colored students, is English throughout; and at Fisk University, which trains the same class, the theological course appears from both catalogue and return to consist of the simple addition of biblical instruction to the other studies for young men who are looking forward to the ministry. In these 4 schools there are reported 138 students in theology under 17 instructors.—(Reports and returns.)

The *University of the South*, Sewanee (Protestant Episcopal), organized in 1877 a school of theology, with 2 professors, but without indication of the length of course or of the precise character of the requirements for entrance on it. The catalogue for the autumn of that year shows 4 students in this school.

LEGAL.

Law schools exist in connection with *Cumberland* and *Vanderbilt Universities*, the course in each covering one year. In neither case is any special literary qualification for entrance or any previous reading of law required. Students in the Cumberland school, 51, under 2 professors; in the Vanderbilt school, 28, under 3 instructors.—(Reports and returns.)

MEDICAL.

In addition to the *Medical Department of the University of Nashville* and the *Medical Department of Vanderbilt University*, mentioned in the report for 1876, there are in the same city now the *Nashville Medical College*, founded in 1877, and also, in union with Central Tennessee College, a *Meharry Medical Department*, which was opened in October, 1876, and graduated 1 student at the close of its first session. A class of 18 entered in October, 1877. The school, established by Messrs. Samuel and Hugh Meharry, of Indiana, has been continued through their liberality, and is designed to educate young colored men for medical practice among the members of their race. As with the others, there is no note of any preliminary examination; 2 years of study, with attendance on 2 courses of lectures, a satisfactory written examination, an acceptable original thesis, and full age form the requisites for graduation. A preliminary year of study is required at Vanderbilt.—(Catalogues and circulars.)

The *Tennessee College of Pharmacy*, at Nashville, reports for 1876-77 a 2 years' course, 6 instructors, 12 students, of whom 2 had received a degree in letters or science, and 2 graduates.—(Return.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Tennessee Deaf and Dumb School, at Knoxville, had 100 pupils under instruction in 1877, of whom 52 were males. They are taught the common school branches; also shoemaking, and, to a limited extent, agriculture. Tuition and board are free to those who are unable to pay. The State appropriation for the year was \$24,000, and no income is reported from any other source.—(Return.)

EDUCATION OF THE BLIND.

The Tennessee School for the Blind, at Nashville, reports 10 instructors and 5 employed, with 62 pupils, who were taught the common English branches, music, and Latin, besides broom making, cane seating, sewing, fancy work, and telegraphy. The

tion has a library of 1,006 volumes, and grounds, buildings, and apparatus at \$90,000. No receipts are reported for this year except the State appropriation of \$17,000.—(Return.)

EDUCATIONAL CONVENTION.

STATE ASSOCIATION.

State Teachers' Association held its annual meeting at the close of January, at Nashville. Several able papers were read and much discussion had with reference to amendments to the school law. A committee appointed by the association presented a memorial to the general assembly embodying certain amendments, the important of which was the organization of a central county board of education, different boards of directors, for the purpose of unifying the work in counties, securing a broader, more responsible, and more intelligent administration of the schools. The bill accompanying the memorial was favorably reported by the action of the committee on education in the house, but it did not reach its third reading in that body.—(State report for 1876-77.)

OBITUARY RECORD.

PROFESSOR PAUL F. EVE, M. D.

Professor Eve, eminent as a surgical instructor, was born near Augusta, Ga., June 8. His subsequent history may be almost written in his titles: Bachelor of Franklin College, Georgia, 1826; doctor of medicine of the University of Pennsylvania, 1828; bearer of the Golden Cross of Honor for meritorious services in Poland, professor of surgery in the Medical College of Georgia, 1832-1849; in the University of Louisville, 1850; in the University of Nashville, 1851-1868; in the Missouri College at St. Louis, 1868-'69; professor of operative and clinical surgery in medical departments of Nashville and Vanderbilt Universities, 1870-1876; General representative of surgery at the Medical Congress of Nations at Philadelphia, and finally professor of surgery in the new Nashville Medical College, 1877, on the 3 of which year he died. It may easily be inferred that one who filled so many posts of influence, who was offered others almost as numerous as those he filled, so crowded every lecture hall he occupied with eager and appreciative students, and of much more than common mark. And such he certainly was; his noble personality instantly arrested the attention which his intense enthusiasm, his large stores of knowledge, and great operative skill subsequently kept intently fixed. Studying in graduation at Philadelphia in the best schools of France and on the battle fields of the Crimean War, he came back so well prepared to teach that even in the remote population of the South his classes rose in the first year from 28 to 195. Success at Louisville the great physician Dr. Samuel D. Gross, he so electrified his classes there as to draw forth from trustees, faculty, and students a unanimous resolution that he should stay, when regard for his wife's failing health had induced him to leave his face southward again. Entering at Nashville on what seemed a comparatively small field, his class fast grew from 136 to 454, fairly rivalling the great schools of New York and Philadelphia. And so throughout, as speaker, writer, and operative surgeon, he stood ever far ahead of ordinary men, one of the born leaders of his kind, calling him and fewer still excelling him in any field on which he entered. Death was like his life, remarkable. Exhausted with labor and suffering from probable heart disease, his sympathies were strongly exercised for a poor laborer delayed by a railway train, and rising early in the morning to see if he could afford to stop on his way home to see a patient operated on the day before. The operation proved too great for his weakened system, and at the threshold of the hotel this latter patient was sojourning, he sank fainting with weakness and quickly closed his eyes.—(Transactions of the Medical Society of Tennessee.)

CHIEF STATE SCHOOL OFFICER.

Hon. LEON. TROUBDALE, *State superintendent of public schools, Nashville.*

[Term, 1877-1879.]

TEXAS.

STATISTICAL SUMMARY.

	1875.	1877.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6-18 in 1875, 8-14 in 1877).	210,922	127,065	-----	-----
Reported enrolment in free schools	124,567	109,052	-----	15,515
Reported average attendance	84,415	-----	-----	-----
SCHOOLS AND SCHOOL-HOUSES.				
Public schools reported	2,924	3,313	389	-----
Average time of these in days	78	66	-----	12
Monthly cost of each pupil enrolled	\$1 43	\$1 66	\$0 23	-----
Monthly cost of each in attendance	1 95	-----	-----	-----
New school-houses built	158	140	-----	18
Valuation of these	\$43,339	-----	-----	-----
TEACHERS AND THEIR PAY.				
Teachers employed	3,100	-----	-----	-----
Average monthly pay	\$53	-----	-----	-----
EXPENDITURE FOR FREE SCHOOLS.				
Whole reported expenditure	\$726,236	\$496,083	-----	\$230,153

(Reports of Hon. O. N. Hollingsworth, State superintendent of public instruction, for 1875, and from the same, now secretary of the State board of education, for 1877.)

NOTES ON THE STATISTICS.—The counties reporting for 1875 were 97; for 1877 there were 110. The figures for the former year differ much from those given by Governor Coke in his message to the legislature at the beginning of 1875, which were 313,061 for scholastic population, 161,670 for enrolment in public schools, \$1.56 for the monthly cost of each pupil, and \$1,008,821 for total expenditure upon the schools. An estimate for the whole State, covering the school year 1874-75 (p. 6 of the superintendent's report), gives 184,705 as the enrolment, 125,224 as the average attendance, 3,898 as the number of schools, and 4,030 as the number of teachers.

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

A *State board of education*, composed of the governor, comptroller, and secretary of State, since August 19, 1876, has had general charge of the interests of public schools. It distributes the available annual school fund to the counties, on the basis of scholastic population; counsels county school officers from time to time, through circular letters, as to practical details of duty; is to have the school laws printed in form for distribution after each legislative session that has acted on them, and is to make report of the public schools in various specified particulars at each biennial session of the legislature and at each special session authorized by executive proclamation to legislate on matters relating to the schools.

A *secretary of the board*, appointed by it, acts as its executive officer at Austin, and performs such duties as the board may require.

LOCAL.

The *county judge* in each county acts in some slight sense as a superintendent of school affairs for the county, by examining applications for the establishment of school communities¹ within it, sanctioning such as he is satisfied are made in good faith, and appointing for them the legally required school officers.

Three *school trustees*, thus appointed, are to provide school-houses, engage teachers,

¹These school communities are voluntary organizations of parents, guardians, and next friends of children to be educated, associated for the purpose of securing for their neighborhood a share of the distributable State school fund proportioned in amount to the number of the children they may wish to educate. They answer somewhat to districts elsewhere.

and see that the schools for which they act are conducted in accordance with the provisions and limitations of the law.

A *board of examiners* for each county consists of 3 well educated persons, also appointed by the county judge. It is to examine every person proposing to teach in the public free schools, and to report the result to the judge, without a certificate from whom no one may be engaged to teach a public school within the county.—(School law of 1876.)

ELEMENTARY INSTRUCTION.

EXPLANATORY.

Under the school law of 1876 only biennial reports are made by the board of education of this State, and none having been presented in 1877, very little information respecting the public schools can be given. A letter from Hon. O. N. Hollingsworth, secretary of the board of education, expresses regret at his inability to furnish a full statement as to the condition and progress of public free schools. In the absence of a stated report, he kindly forwards such printed matter touching the educational interests of the State as has been furnished the local press. From this some information has been gleaned regarding the system of education in certain of the cities, as well as a few facts relating to the general system, including remarks upon the school law by secretary Hollingsworth himself.

THE SCHOOL LAW.

Secretary Hollingsworth considers the present school law, passed in 1876, the best State has ever had. The distinguishing features which he thinks commend it to popular esteem and render it acceptable to sparsely settled neighborhoods are: (1) community organization, determined, not by geographical limits, but simply by individual membership; no such feature is found in the school laws of the other States. Trustees have the authority to permit the teacher whom they employ to receive pupils not of the scholastic age at such rates of tuition as may be agreed upon between parties interested, thus happily blending with mutual advantage the two systems, private and public.

Another thing which, in the opinion of the superintendent, renders the school law popular, is that no special school tax, as such, is assessed. School revenues come from interest on the permanent school fund, a poll tax, and one-fourth of the general revenue. In addition to these general or State resources, there are local or county additions, such as fines collected for violation of the local option law, funds collected as dog tax, and interest from the proceeds of the sale of county school lands.

The objection that the efficiency of the system is weakened by the liberty allowed the organization of school communities holds good, it is acknowledged, in the villages, towns, and densely populated rural districts; but, on the other hand, it is said that if the law established a minimum registration of pupils as a prerequisite to organization, many children would be denied the privileges guaranteed by the school law. Under the law as it is, a few neighbors, representing perhaps not more than two or three pupils of scholastic age and as many more who are not within that age, may, if they see proper, organize a school community; trustees are appointed, a teacher is employed, and the children are taught. This has been done in many cases. Secretary Hollingsworth defines a public school under the law as follows:

"1. A school that is organized in the manner prescribed by section 29 of the school law."

"2. A school that recognizes the legal authority of public officials."

"3. A school taught by a teacher holding a certificate of competency."

"4. A school taught in compliance with a written contract lawfully made between the teacher and the legally appointed trustees."

"5. A school from which none who desired to participate in its benefits were excluded in its organization."

"6. A school the teacher in charge of which demands no extra tuition from parents or trustees for the instruction of children of scholastic age studying only such branches as are prescribed by law. A public school is absolutely free to all pupils members of the organized community of the scholastic age, when their studies are confined to the branches prescribed by law. A teacher that proposes to merely credit parents of such children with the sum paid by the trustees out of public school fund, and to hold accounts responsible on individual accounts for any extra amount, is not a teacher according to the school law, and is not entitled to one dollar of the public school fund. Parents may, as a voluntary act, contribute of their private funds to the support of a teacher in a public school, but no school organization can legally receive the benefit of the public school fund when it is either expressed or privately understood that the teacher is to be paid full private rates of tuition and that it is expected of every one who sends to the school to comply with such terms."

"7. A school wherein the teacher uses the English language as the common medium of imparting instruction."

"8. A school non-sectarian in matters of religion."

CITY SCHOOL SYSTEMS.

OFFICERS.

No general law determines the number of members or the organization of boards of education for cities. The arrangement of these matters is left to the several city governments.

STATISTICS.

	Population.	Children of school age.	Enrolment.	Average attendance.	Teachers.	Expenditure.
Brenham	64,000	8,430	618	319	10	.....
Houston	27,000	2,820	1,583	1,319	25	\$12,643
San Antonio	12,256	.....	6798	640	.....	.....

a Estimated.

b Between 8 and 14, the legal school age; between 6 and 18 the number is 790.

c Average enrolment.

ADDITIONAL PARTICULARS.

Brenham.—The public schools here comprise primary, grammar, and high departments, each being divided into 3 grades of a year each. In order to make transition easier for the brighter pupils, the lower grades are divided into two classes, each representing half a year's work. The schools were in session in 1876-'77 ten months. Organized recently as an experiment, they have succeeded so well as to disarm all opposition, and are now the pride of the city.—(City report and letter.)

Houston.—Since the city took charge of the public schools there has been a steady increase of pupils, and the public school system is pronounced a success.—(Report of board of trustees.)

San Antonio.—The year 1876-'77 was marked by prosperity in most of the classes. There was an average attendance of 81.85 per cent. on the average number of pupils enrolled. Teachers' meetings were held by the supervising principal twice a month, and the improvement resulting in the quality of the teaching is reported to have been very perceptible at subsequent examinations of the pupils; but since the school board did not make attendance obligatory, all was not accomplished that was desired.—(Report.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

No State normal school appears to have been yet established, but the catalogue of the Mansfield Male and Female College contains a notice of "a normal school for training teachers." The students in this are taught at present with the regular classes, but as soon as a sufficient number desire it a separate class is promised. No special course is indicated. Essentially the same kind of normal school appears also at Waco University, Waco. A normal institute exists at Austin, under the care of the American Missionary Association, with 146 pupils, probably colored.

INSTITUTES.

There is no present provision in the school law for the holding of teachers' institutes.

SECONDARY INSTRUCTION.

HIGH SCHOOLS.

Of public high schools, as such, there is no specific information for 1877, beyond the fact that a school of this class, established in 1875-'76, crowned the school system of the city of Brenham. The course of 3 years includes Virgil and Cicero in Latin, and the Anabasis, Crito, and Iliad, in Greek, with a good selection of English studies, and instruction in German throughout. Under the school laws of this State for some years past private academies, on receiving and teaching such pupils as required secondary training, have been allowed compensation out of the public school fund. Probably many schools of this kind—half private, half public—exist in the State.

OTHER SECONDARY SCHOOLS.

For statistics of a business college, private academic schools, preparatory schools, and preparatory departments of colleges and universities, see Tables IV, VI, VII, and IX of the appendix following, and the summaries of these in the Report of the Commissioner preceding. It may be mentioned here, however, that a commercial school

ists in the Southwestern University, Georgetown, the course in which covers 1 year; students, 28, under 1 instructor. A kindred school in Trinity University, Tehuacana, rolled 24 pupils under 1 instructor. A commercial school is among the 8 planned: the State Agricultural College.—(Catalogues.)

SUPERIOR INSTRUCTION.

COLLEGES.

For statistics of universities and colleges, see Table IX of the appendix, and a summary of the same in the Report of the Commissioner preceding. Except at Waco University, where there has been some extension of the curriculum, there appear to have been no changes made in the courses of study or plans of instruction of these colleges since 1876, when they were given for each institution in full. Information reaches this Bureau, though not from an official source, that the state in 1877 purchased lands and buildings near Hempstead, Waller County, with a view to the establishment of an institution for colored youth which may afford them advantages for collegiate and scientific training.

COLLEGES FOR WOMEN.

For statistics of this class of schools, see Table VIII of the appendix following, and summary of this in the Report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The State Agricultural and Mechanical College, at College Station, Brazos County, established in 1876, began with 6 students, a number which in the second year rose to 250, while it had accommodations for only 160. Embarrassment and a considerable lining off was the result. New buildings now make the accommodation sufficient for 1, and it is announced that no more than that number will be received until the State shall enlarge every department. Eight departments have been planned, answering to the customary "schools" of southern colleges; but the want of adequate preparation for advanced studies on the part of applicants has thus far limited operations to the academic or preparatory training. When the needful material shall have been furnished, every department contemplated in the organization will be equipped and the full work of the college will begin.—(Catalogue for 1877-78.)

THEOLOGICAL.

A department of theology connected with *Baylor University*, at Independence (Baptist), has a 3 years' course of study, and reports 6 students for 1877. A school of theology, with 3 professors and a 3 years' course, was announced to be opened by *Southwestern University*, Georgetown (Methodist Episcopal Church South), the autumn of that year, the requirements for admission to be proficiency in the schools of English, mathematics, Latin, and Greek through the junior year.—(Catalogue for 1876-77.)

LEGAL.

A professor of law appears in the list of the faculty of *Baylor University*, Independence, but there is no indication in its circular for 1877 of the number of students under instruction or of the character or length of the legal course. *Trinity University*, Tehuacana, has a law school, with 2 professors, and a course of 10 months, which reports 9 students for the autumn of 1877.

MEDICAL.

No report for the year 1877 has been received from the Texas Medical College and Hospital, Galveston.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Texas Institution for the Education of the Deaf and Dumb reports for 1877 a corps of 4 teachers and an attendance of 56 pupils, making 148 since the foundation of the school. The studies taught are the ordinary branches of a plain English education, spelling, reading, writing, arithmetic, grammar, geography, history, the Bible, and morality. There is a printing office in which 6 of the boys were employed; others were engaged in farm and garden work. Except these, no industrial occupations for the boys are yet provided. The girls are taught the ordinary duties of housekeeping and needle and fancy work, to which it is hoped that drawing and painting may be added. There are 300 volumes in the library.—(Catalogue, special return for 1877, and letter from the superintendent.)

EDUCATION OF THE BLIND.

The Texas Institution of Learning for the Blind, at Austin, gave instruction during the year 1876-77 to 65 pupils, 28 males and 37 females, in reading, raised print; orthography, raised print; writing, by the New York point or dot system; arithmetic; geography; English grammar; rhetoric; etymology; algebra; natural philosophy; history and music; besides broom, pillow, and mattress making, and beadwork, sewing, cutting, &c. The study of telegraphy, previously pursued, was not continued in 1876-77, but a return appears to indicate that it has been revived.—(Report of the trustees, 1876-77.)

CHIEF STATE SCHOOL OFFICERS.

STATE BOARD OF EDUCATION.

His Excellency RICHARD B. HUBBARD, president, Austin.
Hon. O. N. HOLLINGSWORTH, secretary and executive officer, Austin.

VERMONT.

STATISTICAL SUMMARY.

	1875-'76.	1876-'77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
th of school age (5-20).....	92,577	92,495	.....	152
this age in public schools.....	69,013	69,708	695	.....
al enrolled in public schools.....	71,325	73,353	2,028	.....
rage daily attendance.....	39,474	45,318	5,844	.....
private and church schools.....	6,175	6,183	8	.....
SCHOOL DISTRICTS AND SCHOOLS.				
nber of school districts.....	2,371	2,373	2	.....
nber of fractional districts.....	206	397	191	.....
mon schools.....	2,519	2,545	26	.....
rage time of school in days.....	120.9	122	1.1	.....
TEACHERS AND THEIR PAY.				
employed in public schools.....	671	720	49	.....
men so employed.....	3,688	3,608	.....	80
rage monthly pay of men.....	\$37 24	\$34 44	.....	\$2 80
rage monthly pay of women.....	22 48	21 60	.....	88
INCOME AND EXPENDITURE.				
ole receipts for public schools.....	\$480,158	\$548,253	\$68,095	.....
ole reported expenditure.....	565,044	537,153	.....	\$27,891
SCHOOL FUND.				
ole available school fund.....	\$669,087	\$669,087	.....	.....

This number is quite possibly somewhat too high, as the figure for 1876 was based on returns which are not complete, exclusive of school lands (value not estimated), which produce about \$14,000 a year.

Report of Hon. Edward Conant, State superintendent of education, for 1875-'76, is a report and return from the same for 1876-'77. The items of income and expenditure for 1876-'77 are from the return.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

State superintendent of education, elected by the joint assembly at each biennial session of the legislature, has general charge of the interests of public school training in State. He is to give his whole time to the promotion of these interests, to hold institutes in counties where the teachers request it, and to require at his discretion terms from incorporated academies and grammar schools; at each biennial session the legislature he must make report of his official acts and of the condition of the schools.

LOCAL.

A *county examining board* for each county is chosen, since 1876, at each annual meeting of the county superintendents of the county, and is to consist of one of these superintendents and two practical teachers. To candidates for county license this board is authorized to grant certificates valid for 5 years when these candidates pass successfully a written examination extending to not less than 6 subjects and embracing the subjects required now to be taught in the common schools, with drawing and methods of teaching. A *town superintendent of common schools* is elected by the people of each town at their annual meeting.

Since the creation of the county examining boards, an agitation for the abolition of the town superintendency has begun, which may do away with the office before this report is printed.

annual March meeting to visit and supervise the public schools within it. A law of 1874, as amended, makes it a duty of the town superintendents in each county to meet annually on the first Tuesday of April to agree on a set of questions to be used in the county in the written examinations of teachers and to fix a standard to be reached in these examinations for the ensuing year.

Town school directors, 3 or 6 in number, are chosen by the people in towns that have abolished the district system, at first for terms of 1, 2, and 3 years, subsequently for terms of 3 years each, one-third going out annually. They have the care and custody of the school property of the town and the customary duties of school boards, with authority to establish graded schools and provide for the instruction of pupils in the sciences and higher branches of education.

School district officers are a moderator to preside in the meetings, a clerk, a collector of taxes, a treasurer, one or three auditors, and a prudential committee of one or three legal voters for care of the schools, all elected at the annual school meeting in March and holding till their successors are chosen. A law of 1876, however, allows district to choose prudential committees of 3, with a view to a three years' term, one to be changed yearly. Union or graded districts may have 3, 6, or 9, with annual change one-third.—(Compiled school laws, 1875, and laws of 1876.)

ELEMENTARY INSTRUCTION.

A CORRECTION.

In the Report of the Commissioner of Education for 1875 it was stated on the authority of Dr. Franklin B. Hough's pamphlet, entitled "Constitutional provisions in regard to education in the several States of the American Union," that the very imperfect form of constitution adopted in 1777 was "without provision for educational institutions." Superintendent Conant has since shown that this statement is erroneous, and that, as given in Slade's Vermont State Papers, the instrument expressly said: "A school or schools shall be established in each town, by the legislature, for the convenient instruction of youth, with such salaries to the masters, paid by each town. * * * [as] to enable them to instruct youth at low prices." It was also further said: "One grammar school in each county and one university in this State ought to be established by direction of the general assembly." The correction came too late for insertion in the Report for 1876, but it is now made with pleasure, showing, as it does, that Vermont stood no whit behind her sister States in respect to the early expression of a judgment in favor of the three chief forms of education.

GENERAL CONDITION.

The summary of statistics previously given shows that, notwithstanding many adverse circumstances, there has been considerable educational advance. The number of schools in 1877 was 26 greater than in 1876, the average time of session longer, the enrolment larger by 2,028, with an average attendance considerably increased; this, too, when the school population, instead of increasing, had fallen off 152. The increase in the number of male teachers also is encouraging, and is considerably larger in proportion to the whole number than is the decrease of female teachers which has to be set against it. The diminution in the wages of both men and women teachers is common to most of the States this year, and with a decrease in the item of building and repairs sufficiently accounts for the falling off in the expenditures for public schools. There is reason to believe that, although teachers' wages have been lower, the teaching has generally been of better quality, through the influence of the county institutes held.

INTRODUCTION OF DRAWING.

By a law of November 28, 1876, free hand drawing was added to the required studies of the public schools. No note is made in the report of the extent to which this requirement has been carried out, nor is it said whether any system for the State, meant to reach all the schools and facilitate the introduction of this study, has been agreed upon. Of course, without some such system there must be difficulty in giving effect to the law.

GRADED SCHOOLS AND GRADED SCHOOL DISTRICTS.

Another law of the same date defines a graded school in Vermont to be "any school in this State maintained by a town or by a school district for not less than 30 weeks each year, and consisting of 4 or more departments, taught by 4 or more teachers, having an established course of study, and having all the departments under the oversight or control of one principal teacher." Any school district supporting such a school is declared to be a graded school district and to be entitled to any and all privileges granted by law to such districts. With a view to better gradation of the schools and to the unification of their work, a well arranged course of study, reaching through 8 classes and covering 10 years, is given by Superintendent Conant in his report and has been sent out with the registers to all the schools. The general adoption of such

course could hardly fail to be improving, as united and harmonized effort is always more effective than that which is independent and irregular. Twenty-one graded school systems in as many districts existed in 1876-77, eight of them having the public school associated with an academy or county grammar school, which receives their advanced scholars, according to a permission given in the school law. There was an average of 6½ grades each in these schools, the teachers numbered 150, the reported pupils 7,060, three districts not reporting their pupils. At least 4 appear to have high school courses.

CITY SCHOOL SYSTEMS.

OFFICERS.

In Burlington there is a board of school commissioners composed of one member from each ward, with the city superintendent of schools as president; in Rutland, a board of trustees, also consisting of a member from each ward, a member of the ward being the acting president.

STATISTICS.

City.	Population.	Children of school age.	Enrolment.	Average attendance.	Teachers.	Expenditure.
Burlington.....	18,000	3,207	1,046	808	36	\$19,768
Rutland.....	10,000	2,206	825	507	16	4,708

NOTES ON THE STATISTICS.—The figures for population and children of school age possibly include a larger territory than is covered by the school reports. The information as to Burlington is derived from a district report; that from Rutland, from a return to this Bureau.

ADDITIONAL PARTICULARS.

Burlington reports in all 11 day schools, of which 2 were ungraded, 4 primary, 3 intermediate, 1 grammar, and 1 high. There were also 3 evening schools, among which the first time appears a mechanical drawing school. Such a school had been long desired by the superintendent and school board, but until the autumn of 1877 they did not see their way clear to the establishment of it; then the offer of two city officers and of a professor in the University of Vermont to give 3 evenings weekly to the school the city would fit up rooms for it led to immediate action. The school enrolled 34 pupils, about half of them young men from the workshops of the city, the remainder in the public schools, and up to the close of the year was in successful operation. The average attendance in the day schools was much affected by an epidemic of diphtheria, which led many alarmed parents to keep their children home.—(Report of superintendent Charles J. Alger for 1877.)

At Rutland the graded school district, which does not seem to include the whole town, had in it 1 high, 1 grammar, 1 intermediate, 4 secondary, and 5 primary schools. Teachers here are required to prepare themselves thoroughly each day in the studies to be pursued in their respective classes, and to avoid corporal punishment if possible.—(Report for 1876-77.)

In both Burlington and Rutland there are several private and church schools, and in each there is an academic school for boys.

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

Reports and returns from the 3 State normal schools show at Castleton, for 1876-77, 10 instructors, 69 students, 9 graduates from the first course and 4 from the second; at Benson, 11 instructors, 120 normal students, 16 graduates from the first course and 4 from the second; at Randolph, 8 instructors, and 230 normal students in 1877, with 51 graduates from the first and 12 from the second course; totals, 24 instructors, 419 normal pupils, 76 minor and 20 higher graduates.

The first course in all these schools includes the studies required by law to be pursued in the common schools, and can be completed in one year. The second includes the same branches, but adds another year of higher studies. Certificates of graduation from the lower course have the effect of a 5 years' license to teach in the common schools of the State; certificates in the higher course, the effect of a 10 years' license.—Law of November 24, 1874.)

BENNINGTON TRAINING SCHOOL.

An act approved November 28, 1876, gave any graded school organized in accordance with a special act of the legislature and situated in a county in which there is no State

normal school authority to establish in connection with such graded school a training school department for the preparation of teachers. In accordance with the provisions of that act a training department was organized in connection with the graded school at Bennington in February, 1877. Ten pupils were admitted who had finished the course of study in the grammar department, and instruction entirely of a professional character was given them to fit them for their future work. Hereafter, it is proposed to take only the graduates of the high school into the normal class.—(State report.)

TEACHERS' INSTITUTES.

The law of 1874 requires the State superintendent to hold institutes in the counties on the written application of a certain number of teachers. Fourteen such institutes, 1 for each county in the State, were held, the number of teachers attending ranging from 23 to 95, and the total of such attendance reaching 819. In conducting these temporary training schools the superintendent was aided by the principals of the State normal schools and many others. The two purposes of such meetings, to instruct and inspire the teachers and to awaken an interest in education among the people, appear to have been effected.

At Burlington, a teachers' meeting having the character of a city institute was held during the school session every second week, with great apparent benefit.

SECONDARY INSTRUCTION.

HIGH SCHOOLS.

As in many other States, no specific information is given as to the number of this class of schools, or of the instructors or pupils in them. By the constitution of 1793, as by the "frame of government" in 1777, a grammar school for each county, substantially answering to a county high school, was contemplated; but, if such schools were established, not more than 3 or 4 would seem to have survived. Towns and graded or union school districts under later laws are allowed to establish high schools, but the reports from towns published with the State report only give the whole number of common schools, without distinguishing the high schools. For 1876 the graded school districts reporting numbered 33, and of these 20 had students in preparation for college, presumably in high schools. In 1876-'77 only 21 such districts made report 14 having students preparing for college, indicating at least that number of high schools. These students numbered 137, and the graduates from the college preparatory classes of 4 schools were 20 for that year.

Speaking of high schools, the superintendent says: "Our common schools are weak because we do not everywhere provide for (in connection with them and as a necessary part of our school system) a higher grade of schools. * * * Our best primary schools are found in connection with higher schools. * * * A public high school exerts a strong influence upon the common schools beyond those immediately associated with it. It is a powerful educator of the people, not only through class room work with the youth attending it, but through its buildings and grounds and their appointments, and most of all through the character of its instructors. It is a centre of activity where educational problems are studied, where methods are examined and tried. It furnishes models for school work, and at once teaches methods to the young and justifies them to the old. Is the question, How can we secure better instruction and better discipline in the common schools? or, How can we secure the introduction to them of new branches of study? or, How can we elevate teaching to the rank of a profession? or, How can we raise the standard of our normal schools and increase the attendance in them? or, How can we help forward the founding of the proper number of academies? or, How can we fill our colleges with better prepared students? Answer ready, and true as far as it goes, is, by multiplying good free high schools." (State report.)

OTHER SECONDARY SCHOOLS.

The academies reporting to the State superintendent in 1876-'77 numbered 20, besides 5 with which the schools of graded districts are associated, and which are not included in the academy list. In the 20 given there were, for the year, 109 teachers and 2,448 different students, of whom 327 were preparing for college and 60 were graduated from a preparatory college course.

For statistics of private academic schools, preparatory schools, and preparatory academic department of a college, see Tables VI, VII, and IX of the appendix following, and the summaries of these in the Report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES.

The colleges and universities for young men (one of them admitting young women also) are the University of Vermont, at Burlington; Middlebury College, Middlebury.

Congregational institution; and *Norwich University*, a scientific and military college, mainly under Protestant Episcopal influences, at Northfield. In these three, the first of which is open to both sexes, 171 collegiate students were reported for 1877, under 96 instructors, not including the scientific department of the State university, to be noticed presently. The courses in the three appear to be the same as stated in the Report of the Commissioner of Education for 1876, except that at Norwich University an academic and business course of 3 years seems to have been substituted for the special course in philosophy then noted.—(Catalogues and returns.)

COLLEGE FOR WOMEN.

The Vermont Methodist Seminary and Female College at Montpelier, authorized to confer collegiate degrees, reports for 1877 a total of 56 students in its regular collegiate classes, besides 45 in special or partial courses, and 1 graduate student.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The State Agricultural College, a department of the University of Vermont, affords 4 courses of scientific study, namely, (1) agriculture and related branches, (2) theoretical and applied chemistry, (3) civil engineering, and (4) metallurgy and mining engineering. There is also a literary-scientific course which coincides substantially with the regular academic course of the university, save that Greek is omitted and its place supplied by substitutions from the department of science. The degrees conferred are bachelor of philosophy, civil engineer, and mining engineer. Number of students in regular courses, 15; in partial courses, 4.—(Catalogue and return.)

MEDICAL.

The Medical Department of the University of Vermont is, so far as known, the only professional school in the State. It has the usual 3 years' course, including 1 year of preparatory study and 2 of attendance upon its instructions, or 1 on those of some other regular medical school and a concluding one within its halls. No preliminary examination for admission is indicated, beyond the inquiry necessary to settle this point. Professors and instructors in 1877, resident, 6; non-resident, 12; students, 92, of whom only 4 had received a degree in letters or science.—(Catalogue and return.)

SPECIAL INSTRUCTION.

INSTRUCTION OF THE DEAF AND DUMB AND THE BLIND.

Vermont, having no institution of her own for the reception of these classes of pupils, provides for the instruction elsewhere of such of them as need her aid.

REFORMATORY TRAINING.

The Vermont Reform School, Vergennes, which had 129 children under its care during the years 1875 and 1876, with 116 remaining in the latter year, sends no account of itself for 1877, as its reports are only presented biennially. Both boys and girls under 16 are received, and are taught reading, spelling, writing, geography, arithmetic, and history, with such employments as housework, sewing, seating chairs, and making chair frames.—(Report of 1876.)

EDUCATIONAL CONVENTION.

STATE ASSOCIATION.

The twenty-seventh annual meeting of the Vermont Teachers' Association was held in Bennington, February 1-2, 1877.

Following the address of welcome by Prof. I. W. Dunham, was a discussion of "The relation of the public school to the college," and then a paper on "Class room methods," by Rev. R. M. Luther, of Bennington. A discussion of the question of "School supervision," led by Mr. Richardson, of Barre Academy, and Mr. Dana, of the Rutland High School, served to strengthen the opinion that the system of school supervision in the State is in some respects very defective. An address on "Success in life," by Rev. M. E. Cady, was followed by a brief discussion of compulsory education. In the evening, Rev. R. T. Hall dwelt on "The teaching of morals in schools," and Rev. M. H. Buckham, president of the University of Vermont as well as of the association, advocated "Higher education for business men."

The second day's proceedings began with a discussion of "The best methods in teaching and how to secure them," by A. E. Leavenworth, principal of the Normal School at Randolph, and Walter E. Howard, principal of that at Castleton. Hon. Edward Conant, State superintendent of education, delivered an address on "The progress of education in Vermont," after which a paper by Professor Lewis Pollens, of Burlington,

on "English grammar," was read and Miss Marcia P. Brown, preceptress of the Rutland High School, presented one on "Our work." Professor I. W. Dunham, of Bennington, and Henry Clark, of Rutland, showed that "The State has special claim upon the teacher," and Professor E. H. Higley, of Middlebury College, urged the importance of a "Study of the past." In the evening, J. D. Bartley, principal of the Burlington High School, addressed the association on "Success in teaching," and Professor William Wells, of Union College, delivered an address on "Errors in our social condition."—(New-England Journal of Education.)

CHIEF STATE SCHOOL OFFICER.

Hon. EDWARD CONANT, *State superintendent of education, Randolph.*

[Third term, 1878-1880.]

VIRGINIA.

STATISTICAL SUMMARY.

	1875-'76.	1876-'77.	Increase.	Decrease.
AND ATTENDANCE.				
school age (5-21).....	280, 149	280, 149	.....	.....
of school age (5-21).....	202, 640	202, 640	.....	.....
of school age.....	482, 789	482, 789	.....	.....
age in public schools.....	137, 678	139, 931	2, 253	.....
age in public schools.....	62, 178	65, 043	2, 865	.....
age enrolled a.....	199, 856	204, 974	5, 118	.....
school age, white.....	513	432	.....	81
school age, colored.....	208	228	20	.....
age daily attendance.....	80, 521	82, 029	1, 508	.....
age daily attendance.....	34, 722	35, 814	1, 092	.....
daily attendance.....	115, 243	117, 843	2, 600	.....
school population en.....	41. 4	42. 5	1. 1	.....
average attendance.....	23. 9	24. 4	. 5	.....
per branches a.....	7, 382	7, 507	125	.....
AND SCHOOL-HOUSES.				
houses.....	3, 357	3, 442	85	.....
red pupils.....	1, 181	1, 230	49	.....
of public schools.....	4, 538	4, 672	134	.....
of schools in days.....	113	112	.....	1
led schools.....	161	164	3	.....
used.....	5, 825	.....	.....	.....
icts.....	1, 499	.....	.....	.....
urniture.....	1, 750	.....	.....	.....
e year.....	333	.....	.....	.....
school property owned	\$851, 731	\$969, 317	\$117, 586	.....
AND THEIR PAY.				
in public schools.....	3, 984	4, 069	85	.....
as in public schools.....	636	671	35	.....
.....	2, 913	2, 967	54	.....
ug.....	1, 707	1, 773	66	.....
of teachers in public	4, 620	4, 740	120	.....
ly pay of men.....	\$34 95	\$33 10	.....	\$1 85
ly pay of women.....	30 37	27 37	.....	3 00
AND EXPENDITURE.				
d receipts for public	\$1, 215, 325	\$1, 102, 113	.....	\$113, 212
urrent and permanent	1, 069, 679	1, 050, 347	.....	19, 332
SCHOOL FUND.				
school fund.....	\$1, 430, 645	\$1, 430, 645	.....	.....

mentary schools there was reported in 1875 an enrolment of 18,633 pupils; in higher
 chers in private schools of all grades, 1,319.
 written return.

s of Hon. Wm. H. Ruffner, State superintendent of public instruction,
 re indicated.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

A *State board of education*, an incorporated body consisting of the governor, the superintendent of public instruction, and the attorney general, has charge of the operations of the free school system, of the investment of the State school fund, and of the appointment and removal of county superintendents, with other minor duties. It is to report annually to the legislature.

A *State superintendent of public instruction*, elected by joint vote of the general assembly every 4 years, beginning with 1874, enters upon duty March 15 following his election, and is the chief executive officer of the public school system.

LOCAL.

County superintendents of schools, since 1877 appointed by the State board of education for terms of 4 years, have the usual duties of such officers.

County boards, known as *school trustee electoral boards*, composed of the county judge, the Commonwealth's county attorney, and the county superintendent of schools, appoint the local school officers for districts within their respective counties, under a law of January 11, 1877. Other county boards, composed of the county superintendent and the district school trustees in each county, have charge of all public school property within their respective counties and of the arrangement of the boundaries of districts and subdistricts.

District school trustees (3 members in each district), appointed by the school trustee electoral boards for terms of 3 years, with provision for yearly change of one member, have the care of schools for their several districts.—(School laws of 1873 and 1877.)

ELEMENTARY INSTRUCTION.

PROGRESS FOR THE YEAR.

In presenting his seventh annual report for the year ending July 31, 1877, Superintendent Ruffner states that "during the past year the work of public education has continued to progress favorably. The enrolment of pupils, the average attendance, and, I may add, the quality of the teaching, have all gained. The official management has also improved in economy, system, and efficiency. Efforts for the improvement of teachers have multiplied. The spirit of education has been promoted among the people and a growing attachment to the public school system has been manifested very generally."

"The gains over last year were, in enrolment, nearly 5,000 pupils, and in average daily attendance about 3,000, with a corresponding gain in the percentage of school population in attendance upon the schools. And at the same time the cost of tuition was reduced over \$4,000, and the total current expenses for the year were reduced about \$36,000, while the increased work might have been expected to increase the cost. About \$15,000 more than last year was expended by the districts in permanent improvements. The expenses of the central office were reduced from \$6,519 to \$5,819. * * * The difficulties under which the work was prosecuted were unusually great, and the progress made is surprising, and is conclusive as to the stability and success of the system."—(Report of State Superintendent W. H. Ruffner for 1876-77.)

ONE SERIOUS HINDRANCE.

As affecting the rate of the progress above recorded, and as threatening an abatement of it in the future, Dr. Ruffner calls attention to the fact that the embarrassments of the State finances have led to an "annual and increasing diversion of school funds." The interest on the literary fund, heretofore unaffected by this difficulty since 1873, has during the past school year been reduced in payment from \$64,904.00 to \$16,476.22; while "the diversion of a large share of the proceeds of the capitation and property tax began with the first year of the school system, and has been continued ever since." The fact of this diversion was not discovered till 1876, when an investigation authorized by the legislature revealed an arrearage due to the school fund of "something over \$400,000 for the fiscal years 1870, 1871, 1872, 1873, and 1874." The amount was subsequently reduced to \$382,732, but the financial difficulties of the State treasury have caused a continuance of the same system of diminished payments of interest school funds, till, on July 31, 1877, Dr. Ruffner estimated that "the total deficit due the school fund must have been about \$550,000." And as the auditor takes the ground that the constitution does not control him in his action, while the law does, a legislative appropriation for any civic purpose may at any time in the future sweep away the constitutionally prescribed school moneys unless the State takes decided action to the contrary, either through its legislature or the courts.

MEANS OF LENGTHENING A SHORT SCHOOL TERM.

The paucity of means for schools has hitherto kept the school term down to an average of about 5½ months. This, Dr. Ruffner thinks, meets sufficiently the current needs

of the great body of the people, who are compelled to use the labor of their children during a large portion of the year. But it does not meet the wants of parents who aim to carry the education of their children beyond the primary school. As a means of remedying this difficulty, Dr. Rufner proposes an arrangement by which every alternate school-house in a county shall be opened for the first five months of a school year and then the other for the next five months, thus giving those who wish for it the opportunity for ten months' attendance. A union of any two adjacent school districts, each having its own school-house, would make this practicable in any neighborhood, even without an arrangement of the kind for the county generally. The plan seems worthy of consideration in all States and neighborhoods where short school terms form the ordinary rule, and where, in consequence, the aspirations of parents or of pupils for the fullest opportunities of training are now frustrated.

AID FROM THE PEABODY FUND.

This fund has continued to render important aid in carrying forward the school system of the State, its grant for the year covered by the report having amounted to \$16,850. This has been distributed, according to the rules established by the trustees, mainly among well regulated free schools continued for about 10 months of the year, having 100 to 300 or more pupils, with a daily average attendance of 85 per cent. on the enrolment. The people, in each case, must pay for current expenses twice or three times as much as they receive from the fund, and must bear all the cost of erecting, repairing, and furnishing school-houses, must grade their schools, provide a teacher for every 50 pupils, and must use their best endeavors to make them model schools. A portion of the fund has also gone to aid normal instruction in teachers' institutes conducted by the State superintendent and by selected instructors under his direction.—(State report for 1876-77, and Peabody fund report for 1877.)

CITY SCHOOL SYSTEMS.

OFFICERS.

The school boards of cities, under a general State law, consist of not more than 3 trustees from each ward where the cities are divided into wards; where there is no such division, of not more than 3 for each school district which may be established within a city by the action of the school board with the approval of the common council. In cities with 10,000 or more inhabitants a city superintendent of schools is appointed by the State board of education and paid from the State school fund.

STATISTICS.

City.	Population.	Children of school age.	Enrolment.	Average daily attendance.	Teachers.	Expenditures.
Alexandria	14,000	4,447	1,183	812	18	\$13,595
Lynchburg	15,000	4,093	1,388	789	23	15,431
Norfolk	23,000	6,244	1,344	1,085	26	17,659
Richmond	77,500	20,754	5,558	4,696	37	80,788

ADDITIONAL PARTICULARS.

Alexandria.—The average attendance was 7 per cent. better in the schools for whites and 2 per cent. better in schools for colored children than in 1875-76. In enrolment the white schools gained over 7 per cent., while the colored schools lost over 1 per cent. The enrolment of white children (698) was 25 per cent. of the whole school population, and that of colored children (485) was 30 per cent. of the same. The percentage of attendance to enrolment reached 90; the cost of educating each child, based on average daily attendance, was \$12.27.—(Report of Superintendent Richard L. Carne, for 1876-77.)

Lynchburg.—The schools here are classed as primary, grammar, and high, the course in the primary grades requiring 4 years; in the grammar grades, 3; in the high schools, 3. In the last it is prescribed, except that an election is allowed between Latin and Greek and French and German. A letter from Superintendent Biggers states that his report for 1877 was not published by the board for want of funds. For the same reason the schools were closed 8 days prior to the usual time. He thinks, however, that the school system is more firmly rooted in the good opinion of the people than ever before.

Norfolk.—The schools were taught 10 months, in 7 buildings. The estimated value of school property is \$58,000. Cost of each pupil in average attendance, \$16.23.—(Return.)

Richmond.—The original graded course of study of the public schools embraced 13 grades; but it has been revised by Superintendent Peay, so that now all the former studies are included in 10 grades, namely, 4 primary, 3 grammar, and 3 high. Half-day schools in the lowest grade have been tried and proved a success. Children of five to eight years of age, it is found, make as great progress in 3½ hours of study as in 6. Of the 120 schools belonging to the system, 2 were high, 23 grammar, and 95 primary; 75 were for white and 45 for colored children. The average cost on the total expenditures for the support of schools for 1876-'77 was \$15.99.—(Report.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS AND NORMAL DEPARTMENTS.

The *Hampton Normal and Agricultural Institute*, at Hampton, has a course covering 3 years, with a preparatory course of 1 year. In addition to the studies of the course, which are chiefly of an elementary character, farming, sewing, and household work were taught. There is a 3 weeks' institute at the close of the course to prepare graduates for teaching. The number of students during the year 1876-'77 was 274, of whom 105 were girls and 169 boys.—(Catalogue, 1876-'77.)

Valley Normal School and Summer Institute, at Bridgewater, Va., embraces in its 4 years' course of instruction classical, normal, business, grammar, and ornamental departments, a model school, and a summer institute for teachers, this last continuing about 6 weeks. The attendance in 1876-'77 on the teachers' advanced course was 5; on the teachers' elementary course, 19; and at the normal institute, 71. The whole number of normal students in the year 1877 was 97; of other students, 111.—(Catalogue and return.)

A normal institute at Strasburg, kindred to that at Bridgewater, is spoken of in the *Educational Journal of Virginia* for August, 1877, but no report from it has reached this Bureau.

Roanoke College, Salem, has a department to meet the wants of those who wish to prepare themselves for teaching. It is under the immediate supervision of the president of the college. Students have the privilege of taking any studies they may wish in the college classes without additional charge.—(Catalogue of college.)

The *Richmond Normal School*, a department of the public school system of Richmond, is sustained at an annual expense of about three thousand dollars. Tuition is free. In 1877 there were 139 students attending its 3 years' normal course, of whom 46 were men and 93 women; 17 were graduated, and 14 of them engaged in teaching.—(Return.)

Teachers' meetings are also held every Saturday during the school term, in the Richmond High School building, which the primary and grammar school teachers are required to attend on alternate weeks. Superintendent Peay conducts the exercises, assisted by the principals of the schools, to each of whom is assigned a special subject. By this means, all new methods are discussed.—(Return to Bureau.)

A normal school for the preparation of colored teachers has existed also at Petersburg, under the care of Rev. Giles B. Cook, in connection with an elementary school for colored children. Its statistics for 1877 have not been received; in 1876 there appear to have been 150 pupils in all, without distinction between normal students and others.

TEACHERS' INSTITUTES.

The State board of education has power at its discretion to invite and encourage meetings of teachers at convenient places, and to provide that educational addresses shall be made before such meetings provided no public money is expended for such purposes. The agent of the Peabody fund made for 1876-'77 an allowance of \$1,100 for holding such institutes, and in 72 counties either these or kindred meetings were held, the State superintendent being present as conductor or lecturer in 39 counties and 2 cities.—(School law and Peabody report.)

SCHOOL JOURNAL.

The *Educational Journal of Virginia* rendered valuable aid in 1877, as in former years, in the improvement of the teachers of the State, alike by many excellent articles in its general department, under the editorship of Mr. William F. Fox, principal of the Richmond High School, and by important matter in its official department, which is under the charge of State Superintendent Ruffner.

SECONDARY INSTRUCTION.

HIGH SCHOOLS.

Superintendent Ruffner reports for 1876-'77 a total of 7,507 pupils as studying higher branches under the public school system, 6,879 of them white and 628 colored. These were probably, in most cases, connected with the high school departments of the 164 graded schools reported by him, 121 of which were for white and 43 for colored pupils. Two such high schools, one for white and one for colored youth, exist in

nd; 2 in Lynchburg also, and doubtless others in the principal cities and large

OTHER SECONDARY SCHOOLS.

Statistics of reporting business colleges, private academic schools, and schools engaged in preparing students for college, see Tables IV, VI, VII, and IX of appendix following, and the summaries of these in the Report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES.

University of Virginia, Albemarle County, usually receiving annual assistance from the State, has been a typical institution for the colleges in the old Commonwealth that have sprung up since its establishment. Founded by Jefferson in 1825, upon European models, its instructions are given not in the four collegiate which are still common at the North, but in collegiate schools devoted to the study of some one branch of study. From these schools a student may select those to attend, taking, however, as a rule, not less than 3 in the academic department receiving at the conclusion of his studies, if he pass a satisfactory examination of the following degrees: Proficient in certain studies, graduate in a school, bachelor of letters, bachelor of science, bachelor of arts, or master of arts. These are according to attainments, and are given only on evidence of such attainments, various degrees being conferred.

The University was enabled by the liberality of Mr. Lewis Brooks, of Rochester, to add to its facilities for instruction in geology and natural history a complete collection of Professor Ward's casts of fossils, and to erect for the reception of these collections a new and excellent museum building. This gift is valued at

Lexington and Lee University, Lexington, *Randolph Macon College*, Ashland, and *Richmond College*,¹ Richmond, have followed the lead of the University of Virginia in the arrangement of their courses by schools instead of classes, and even the older *College of William and Mary*, Williamsburg, has rearranged itself on essentially the same plan, while *Emory and Henry College*, Emory, *Hampden Sidney College*, Prince Edward County, and *Roanoke College*,¹ Salem, have the more common plan of 4 collegiate

Statistics of all these institutions, see Table IX of the appendix following, and a summary of it in the Report of the Commissioner preceding.

COLLEGES FOR WOMEN.

Statistics of all institutions for the superior instruction of young women received in 1877, see Table VIII of the appendix following, and a summary of it in the Report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

Statistics, see Tables X-XIII of the appendix following; for summaries of these, the Report of the Commissioner preceding.]

SCIENTIFIC.

Virginia Agricultural and Mechanical College, at Blacksburg, has a 3 years' course in agricultural and mechanical as well as literary branches. The college receives two-thirds of the proceeds of the congressional land grant for the benefit of agriculture and mechanic arts, and 200 free scholarships are provided for by law. The catalogue for 1877 reports an attendance of 224 students.

Hampton Normal and Agricultural Institute, at Hampton, is devoted to the work of educating colored youth in the branches of a good English education and in industrial arts, including agriculture and the mechanic arts, besides fitting them to be teachers. The institution receives one-third of the income from the congressional grant for the benefit of agriculture and the mechanic arts. Fifty-two students were graduated during the year 1876-77. The attendance was 238, of whom 96 were women.—(Report, 1877.)

Virginia Military Institute, at Lexington, is a State military and scientific school organized upon a plan similar to that of the United States Military Academy. The school occupies 4 years. There was an attendance in 1877 of 169 students.—(Catalogue for 1877.)

The *University of Virginia*, the school of analytical and agricultural chemistry had an attendance of 14 students, and that of agriculture and natural history, of 3. There were three in agricultural engineering and one in mining engineering; also a school of mathematics; but apparently there were no students in them.

Newmarket Polytechnic Institute, Shenandoah County, an institution for training men in classical and scientific studies, especially engineering, chemistry, and

Richmond College and *Richmond College* added materially to their collections in natural history during the year.

telegraphy, is spoken of in terms of high praise by State Superintendent Ruffner in the Educational Journal of Virginia for January, 1877. It had, by the last accounts, 3 instructors and 87 students.

THEOLOGICAL.

The institutions reporting theological students in 1877 are the following: *Union Theological Seminary of the Presbyterian Church in the United States*, at Hampden Sidney, having 51 students, of whom 49 had received degrees in letters or science; *Richmond Institute*, at Richmond (Baptist), with 100 students attending; *Theological Seminary of the Evangelical Lutheran General Synod* (South), at Salem, with 13 students, of whom 12 had received a scientific or literary degree; and the *Protestant Episcopal Theological Seminary*, Fairfax County, which had 41 students. In all these the course of study covers as many as 3 years, and it reaches 6 in the Richmond Institute, which embraces preparatory and academic as well as theological studies. There is an examination of greater or less extent required by all these institutions. To be admitted in the Union Theological Seminary candidates must have received the degree of A. B. or an equivalent scholastic training.

LEGAL.

The *Law Department of the University of Virginia* affords instruction in common and statute law, and in equity, mercantile, international, constitutional, and civil law and government. The number of students attending in 1877 was 111; the number of graduates, 16. There is also a private summer course of law in connection with this department, which begins its session in July and continues 2 months.

The *School of Law and Equity in Washington and Lee University* has 2 classes, junior and senior, gives its instruction by text books and lectures, and reports for 1876-77 a total of 28 students under 7 professors and lecturers. Number of graduates, 11.

Neither of these schools examines candidates for admission.

MEDICAL.

Opportunities for obtaining a medical education are afforded at the *Medical College of Virginia*, Richmond, and at the *Medical Department of the University of Virginia*, Albemarle County. The first named provides the regular 3 years' medical course and reports an attendance of 46 students. The medical department of the University of Virginia is organized on the same general plan as the other departments of the university, the distinctive features of which are comprehensiveness and thoroughness of instruction and the graduation of the student upon satisfactory evidence of attainments only, without regard to the length of his course of study. There were 48 students in 1877.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The *Virginia Institution for the Education of the Deaf and Dumb and the Blind*, at Staunton, had in its *Department for the Blind* 42 pupils in 1877, who were instructed in the common English branches, higher mathematics, French, and vocal and instrumental music; also, in the employments of mattress and broom making and cane seating.—(Return, 1877.)

The *Department for the Deaf and Dumb* had an attendance of 91 pupils, who received instruction in the branches of a common school education, including language, grammar, arithmetic, history, natural philosophy, geography, drawing, and painting; also in articulation and lip reading. The employments taught are cabinet making, carpentry, tailoring, shoemaking, printing, painting and glazing, and bookbinding.—(Return.)

MILLER MANUAL LABOR SCHOOL, ALBEMARLE COUNTY.

Mr. Samuel Miller, a wealthy farmer of Albemarle County, is reported in the educational journals to have devoted several hundred thousand dollars to the establishment in his county of a manual labor school, of which it is hoped that full information may be given in the Report for 1878.

EDUCATIONAL CONVENTION.

EDUCATIONAL ASSOCIATION OF VIRGINIA.

The twelfth annual meeting of this association was held at Fredericksburg, July 10-12, 1877. After the presentation of reports by the standing committees, came the annual address of the president of the association, Thomas R. Price, and the address of welcome by Hon. John L. Marye. In giving a view of the educational condition of the State, the president said that no year in the history of the Commonwealth has been richer than this in educational efforts, nor more richly blessed with success in those efforts; and that in every town and county of the Commonwealth, in school and college and university, the seed sown by this association is already bearing its good fruit.

Addresses and papers were presented on the following subjects: "Current discussion

elling reform," by Professor J. A. Harrison, of the Washington and Lee University; "Illiterate education," by Professor George F. Holmes; and "Specialized study," by Captain J. H. Chamberlayne. The attendance at the meeting is said to have been small, but the reports were interesting and the discussions interesting and instructive.—(Educational Journal of Virginia, August, 1877.)

NOTEWORTHY EDUCATIONAL BENEFACTIONS.

GIFTS AND BEQUESTS.

Following close on a munificent gift of \$55,000 made in 1876 by Mr. W. W. Corcoran, of Washington, to increase the library and endowment of professorships in the University of Virginia, there came to the same institution in 1876-77, from Mr. Lewis Brooks of Rochester, N. Y., gifts aggregating about \$20,000 to erect and furnish a museum of natural science. Mr. Brooks had previously given to Washington and Lee University \$50,000 for a like purpose.

Emory and Henry College reports also the completion of a subscription of \$50,000, "effy in Virginia consols," from friends in Virginia, West Virginia, Maryland, District of Columbia, and New York; while for the establishment and endowment of a normal labor school in Albemarle County, Mr. Samuel Miller, of that county, is currently reported to have left \$350,000, also in Virginia securities, \$100,000 of it to be in the erection of buildings for the school.

OBITUARY RECORD.

HON. JOHN W. BROCKENBROUGH.

John W. Brockenbrough, long the head of a noted law school and for several years professor of law in the Washington and Lee University, at Lexington, died at that place, February 20, 1877.—(Virginia Educational Journal, April, 1877.)

PRESIDENT DUNCAN.

Rev. James A. Duncan, D. D., president of Randolph Macon College and a well known minister of the Methodist Episcopal Church South, died at Ashland, near Richmond, Va., on Monday, September 24, 1877. He was born in Norfolk, Va., in 1809, and graduated in 1829 at the college of which he was afterward president. In the Virginia Conference he was remarkably successful as a pastor, and filled the pulpits in Richmond, Alexandria, Washington City, and Lynchburg. He was a delegate to every general conference of the Methodist Episcopal Church South for twenty years, and in 1866 and 1870 received a large vote for bishop. At the late general conference of the Methodist Episcopal Church he appeared as a fraternal messenger of the Church South, delivered a most impressive address, and was received with great enthusiasm. For several years he was editor of the Richmond Christian Advocate, and for eight years before his death president of Randolph Macon College.—(Central Advocate, October 3, 1877.)

PROFESSOR ALBERT T. BLEDSOE.

Rev. Albert T. Bledsoe, LL. D., editor of the Southern Review, and for many years a prominent professor, died at his residence in Alexandria, Va., December 8, 1877, aged 68 years. Dr. Bledsoe was born in Kentucky in 1809, graduated at the United States Military Academy at West Point in 1830, and served on the frontier till 1832, when he resigned. In 1833-'34 he was adjunct professor of mathematics in Kenyon College, Ohio; in 1835-'36 professor of mathematics in Miami University. From 1840 to 1848 he practised law at Springfield, Ill., 1848-'53 was professor of mathematics and astronomy in the University of Mississippi, and from 1853-'61 professor of mathematics in the University of Virginia. During the late war he took part with the confederates, a portion of the time was assistant secretary of war. He was the author of a number of works, including An Examination of Edwards on the Will, A Theodicy or Vindication of the Divine Glory, and An Essay on Liberty and Slavery.—(Christian Advocate, December 20, 1877.)

CHIEF STATE SCHOOL OFFICERS.

HON. WILLIAM H. RUFFNER, *State superintendent of public instruction, Richmond.*

STATE BOARD OF EDUCATION.

Members.	Expiration of term.	Post-office.
Excellency Frederick W. M. Holliday, governor.....	January, 1882	Richmond.
W. H. Ruffner, State superintendent of public instruction	March, 1879	Richmond.
James S. Field, attorney general.....	January, 1882	Richmond.

WEST VIRGINIA.

STATISTICAL SUMMARY.

	1874-'75.	1875-'76.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6-21)	179,897	184,760	4,863	.....
Enrolled in public schools	115,300	123,504	8,204	.....
Average daily attendance	76,468	72,278	.....	4,190
SCHOOLS.				
Public schools	3,231	3,341	110	.....
Graded schools	78	67	.....	11
High schools	8	3	.....	5
School-houses	2,959	3,127	168	.....
School-houses built during the year ..	117	141	24	.....
Value of school property	\$1,605,627	\$1,660,468	\$54,841	.....
TEACHERS.				
Men teaching	2,677	2,797	120	.....
Women teaching	784	896	112	.....
Average monthly pay of men	\$35 03	\$34 89	.....	\$0 14
Average monthly pay of women	30 77	32 09	.....	1 32
INCOME AND EXPENDITURE.				
Total receipts for public schools	\$753,477	\$860,644	\$107,167	.....
Total expenditures	715,160	793,272	78,112	.....
SCHOOL FUND.				
Amount of available school fund	\$293,270	\$340,411	\$47,141	.....
Total school fund	325,243	340,411	15,168	.....

(From report for 1875 and 1876 of Hon. B. W. Byrne, State superintendent of free schools in those years.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

A *State superintendent of free schools*, elected at the same time and in the same manner as the governor, holds office, like him, for a term of 4 years. He is charged with the supervision of all county superintendents and free schools of the State, and is to see that the school system is carried into effect and perfected as far as possible. He reports annually to the governor, though the report is only published biennially.

The *board of the school fund*, composed of the governor, State superintendent of free schools, auditor, and treasurer, has the management, control, and investment of the school fund.

A *State board of examiners*, consisting of the State superintendent and two professional teachers appointed by the governor, has charge of the examination and licensing of persons desiring State certificates as teachers; the certificates are good for life or during good behavior.

LOCAL.

A *county superintendent of free schools* is elected biennially by the voters of each county; he is required to be of good moral character, of temperate habits, of literary acquirements, and of skill and experience in the art of teaching.

A *county board of examiners* for examining and certifying teachers is formed in each county by associating with the county superintendent 2 experienced teachers, chosen annually by the presidents of the district boards of education in the county at a meeting held for that purpose at the county seat in August.

A *board of education* for each township school district is chosen every 2 years by the

ters of the district for the care and oversight of all public school concerns within a township. It is composed of a president and two commissioners elected by the people.

Boards of trustees for subdistricts into which townships are divided are appointed by township boards of education, and by the amended school law of 1877 are to consist hereafter of 3 intelligent and discreet persons appointed at first for terms of 1, 2, and 3 years, and subsequently for terms of 3 years only, 1 to be appointed yearly. They are in charge of the schools of their subdistrict and appoint the teachers for them.—School law of 1873 as amended in 1877.)

ELEMENTARY INSTRUCTION.

GENERAL CONDITION.

The State reports in West Virginia are published only biennially in the even years; consequently but little official information is available respecting the working of the school system in 1877.

The report of State Superintendent Byrne for 1876 noted a marked progress in all departments of the free school system, including an increase in the number of pupils attending, in the number of schools taught, and in the length of the school term. Better qualified teachers and greater efficiency in the discharge of their duties by the school officers generally, and particularly by county superintendents, were among the indications of advance. The finances of the schools, too, had been managed more efficiently and accounted for more closely by the local officers. The latest information respecting the public schools of this State is found in the report of Dr. Sears, agent of the Peabody education fund, for the year 1877. Dr. Sears says: "The condition of the schools of the State is encouraging and hopeful; they seem to be conducted with wisdom and energy. Special attention is paid to their improvement by means of teachers' institutes, in addition to what is done in the common schools."

AID RECEIVED FROM THE PEABODY FUND.

Assistance to the amount of \$6,800 was received from the Peabody fund in 1877. Of this, \$200 went to the Journal of Education and \$600 to teachers' institutes. The remainder was applied to the assistance of graded schools in 20 different localities.

CITY SCHOOL SYSTEMS.

WHEELING.

Officers.—A city school board and a superintendent of public schools, who must have had at least 3 years' practice as a teacher in graded schools before his appointment.

Statistics.—Estimated present population, 28,270; children of school age, 9,676; enrollment, 5,397; average attendance, 3,401; number of teachers, 93; expenditures, \$1,844.

Remarks.—From a written return sent by the city superintendent, it appears that the system in Wheeling occupies 8 primary school buildings, having 66 school rooms and 4,500 sittings; 7 grammar school buildings, with 500 sittings for study, and 12 evening school rooms, with as many teachers. The number of pupils attending evening schools is not given. The average daily attendance to each teacher, excluding special teachers, was 35. The salary of teachers in primary schools was \$800 annually for principals and from \$360 to \$385 for assistants; in grammar schools, \$440 for assistants and \$1,100 for principals. Teachers in evening schools received from \$25 to \$40 a month; a special teacher (of German), \$385 a year.

PARKERSBURG.

Parkersburg, of about 7,000 inhabitants, the second city of the State in respect to population, sends no official report of its schools. But from the West Virginia Educational Monthly it appears that there are 4 public school buildings for white pupils and 1 for colored. In 3 of these the schools appear to be graded as primary, intermediate, and grammar schools, the course, according to a published schedule, reaching through 8 years in these departments, while beyond them in 1877 was a high school with one course of 3 years, in which Latin was elective, and one of 4 years, the fourth year's studies being a continuation of those previously pursued.

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

Concord Normal School, at Concord, first opened in 1875, had in 1877 an attendance of 57 normal students under 3 instructors.

Fairmont State Normal School, at Fairmont, had 145 normal students and 6 instructors, besides 2 non-resident lecturers; 13 graduated, of whom 11 engaged in teaching.

The *State Normal School at Glenville*, opened in 1873, reports 38 normal students, 3 teachers, and 1 graduate.

Marshall College State Normal School, Huntington, had 92 normal students, 5 instructors, and 8 graduates, of whom 4 engaged in teaching.

Shepherd College, Branch State Normal School, at Shepherdstown, organized in 1873, reports 56 normal students, 4 teachers, and 8 graduates.

West Liberty State Normal School, at West Liberty, had 44 normal students, 2 resident and 3 non-resident instructors, and 4 graduates.

The above are all State normal schools or branches and receive assistance from the State. The amount appropriated for 1877 to each was \$2,000, with the exception of the school at Glenville, which received \$650. The course of instruction at the Shepherd College school covers 4 years; in all the others it is completed in 3. Graduates who have received certificates are authorized by law to teach in the common schools of the State without further examination.—(Returns.)

The *Normal Department of Storer College*, at Harper's Ferry, for the training of colored teachers, reports, for 1877, 136 students, 5 teachers, and 2 graduates. The course of study covers 3 years. Students are charged from \$10 to \$12 per annum for tuition and room rent. Thirty-seven students have finished the course since the opening of the school in 1867, and counting those who have taught without completing the course the number of teachers supplied by the school is about one hundred.—(Return and catalogue.)

TEACHERS' INSTITUTES.

It is made by law the duty of county superintendents to aid the teachers in all proper efforts to improve themselves in their profession. For this purpose they are to encourage the formation of county institutes for mutual improvement and of union institutes for adjoining counties, but no information as to such meetings for 1877 has been received.

SECONDARY INSTRUCTION.

HIGH SCHOOLS.

Nothing can be added this year to what was reported in 1876 regarding the public high schools of West Virginia. The law provides for the establishment of them in either a township district or two or more adjoining districts, in case the inhabitants, after 4 weeks' previous notice, should vote at their biennial election in favor of having them. Five such schools were reported by the State superintendent in 1876, against 8 the previous year; but whether the number has since increased or diminished cannot be stated.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory schools or preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix following, and the summaries of them in the Report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES.

West Virginia College, at Flemington, and *West Virginia University*, at Morgantown, report for 1877 an attendance, respectively, of 3 and 42 students in collegiate classes. In both these institutions most of the students were in the preparatory department. The 45 collegiate students reported were all young men, although the West Virginia College is open to both sexes. There are six departments of study in the State University, viz: the classical, scientific, agricultural, engineering, military, and preparatory. There is no report from *Bethany College* later than 1875-76.

COLLEGE FOR WOMEN.

Opportunities for the superior instruction of women are further provided by the *Wheeling Female College*, which reports 120 students, all in the collegiate department, and 10 instructors. This college is authorized to confer collegiate degrees. There is no preparatory department. Music, drawing, painting, French, and German are taught. There are means for the illustration of chemistry and physics and there is a gymnasium.—(Return.)

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The agricultural and scientific departments of the State University include courses in general science, civil engineering, military science, and agriculture. The general scientific course, leading to the degree of B. S., covers 4 years. The studies of the department of engineering for the first, second, and third years are the same as those of the scientific course, the branches relating to engineering being placed in the senior

The agricultural instruction is at present embraced in a 2 years' course, andificates of attainment are given to students who have creditably completed it.—alogue of university.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

the West Virginia Institution for the Deaf and Dumb and the Blind, at Romney, rts for 1877 an attendance of 29 pupils in the department for the blind and of 66 at for deaf-mutes. The branches taught are reading, spelling, geography, history, eophy, arithmetic, algebra, and music. The blind are instructed in the employ-s of mattress and broom making and cane seating.—(Return, 1877.)

EDUCATIONAL CONVENTION.

EDUCATIONAL ASSOCIATION OF WEST VIRGINIA.

e association held its annual session at Martinsburg August 28-30, 1877. The ess of welcome was delivered by Rev. J. P. Hyde, and the response to it by Mr. . Crago. Addresses and papers were presented on "Popular education," by Hon. Faulkner; "Against German in the public schools," by Professor C. L. Loos, presi-of Bethany College; "The kind of instruction we need," by Dr. W. K. Pendleton, superintendent of free schools; "Teachers as quickeners of intellectual life," by ssor E. S. Cox, superintendent of the Parkersburg schools, and one by Professor h McMurren, principal of Shepherd College Normal School, on "The proper eter of primary and secondary schools, of colleges, and of universities: the best od of adjusting the curricula of these several grades of schools so as to secure a ar gradation of studies and a generous education for our youth, and by avoiding rd among these several grades of schools advance the interests of our public l system."

ports were received from various committees, among which may be mentioned one The advantages of having uniformity of examinations throughout the State for the grade of teachers' certificates," and one from the committee of inquiry into the ability of a compulsory school law. The report of the latter committee, which ed the enactment of a compulsory law, was postponed till the next annual meet-or further consideration.—(Published minutes of meeting.)

CHIEF STATE SCHOOL OFFICER.

Hon. W. K. PENDLETON, *State superintendent of free schools, Wheeling.*

[Term, March, 1877, to March, 1881.]

WISCONSIN.

STATISTICAL SUMMARY.

	1875-76.	1876-77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (4 to 20).....	474,811	478,388	3,577	-----
Youth of said age in public schools...	280,153	289,125	8,972	-----
Total attendance on public schools...	282,186	291,270	9,084	-----
Attendance on private schools.....	24,028	23,624	-----	404
Attendance at colleges and academies.	1,853	1,699	-----	154
Estimated number in benevolent institutions.	1,160	1,175	15	-----
SCHOOL DISTRICTS AND SCHOOLS.				
Districts, exclusive of independent cities.	5,505	5,564	59	-----
Number of districts reporting.....	5,461	5,533	72	-----
Districts that purchase text books	267	453	186	-----
Districts that lent books to pupils....	137	244	107	-----
Districts that sold them.....	72	170	98	-----
Public school-houses.....	5,299	5,320	21	-----
Built of brick or stone.....	750	790	40	-----
With outhouses in good condition....	3,543	3,670	127	-----
Value of school property.....	\$4,875,618	\$5,183,902	\$308,284	-----
Schools with two departments.....	183	194	11	-----
Schools with three or more.....	202	211	9	-----
Average term of county schools in days	152½	149	-----	3½
Average term of city schools in days..	193	193	-----	-----
TEACHERS AND TEACHERS' PAY.				
Different teachers employed.....	8,630	9,858	1,228	-----
Average monthly pay of men in counties.	\$42 95	\$40 48	-----	\$2 47
Average monthly pay of women in counties.	27 16	26 35	-----	81
Average monthly pay of men in cities.	105 10	108 20	\$3 10	-----
Average monthly pay of women in cities.	37 20	35 93	-----	1 27
INCOME AND EXPENDITURE.				
Total receipts for public schools.....	\$2,327,694	\$2,743,344	\$415,650	-----
Total expenditures.....	2,153,811	2,249,638	95,827	-----
EDUCATIONAL FUNDS.				
Amount of permanent school fund....	\$2,625,798	\$2,596,361	-----	\$29,437
University fund.....	222,736	223,240	\$504	-----
Agricultural college fund.....	238,479	240,792	2,313	-----
Normal school fund.....	963,917	985,081	21,164	-----

(Reports of Hon. Edward Searing, State superintendent of public instruction, for the years named.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

A *State superintendent of public instruction*, elected every two years by the people, enters on his office the first Monday of January succeeding his election, and has general supervision over the common schools, making annual report respecting them. He is allowed to appoint an assistant superintendent.

A *board of commissioners for the sale of school and university lands* is composed of the

etary of state, treasurer, and attorney general, and has charge of all matters connected with such sale and with the investment of the funds accruing from it.

board of regents of the State University, of 11 members, to be appointed by the governor, 1 from each congressional district and 2 from the State at large, with the State superintendent as member ex officio, looks after the interests of the university and its officers.

board of regents of normal schools, consisting of the governor, State superintendent, 9 appointed members, has the government and control of all the normal schools established by the State, with the power to establish others. Its appointed members 1 office for 3 years, one-third going out each year.

LOCAL.

county superintendent, elected biennially in each county by the voters thereof, is to mine and license teachers, supervise the common schools, and make annual report governing them.

town board of school directors, for such towns as adopt a township system, is composed of the clerks of the several subdistricts, with those of joint subdistricts the school-houses of which are situated in the town. It has the custody of all public school property within the town, and its secretary has charge and supervision of all public schools, with the duty of visiting each one twice in each term.

district school boards, for either an ordinary school district or a free high school district, consist of a director, treasurer, and clerk, elected by the people of their respective districts at the annual meeting for terms of 3 years each, one to be reelected or aged each year.

Women are eligible to county, town, and district school offices.—(School laws, 1877-1878.)

ELEMENTARY INSTRUCTION.

GENERAL CONDITION.

The State superintendent expresses the opinion that, notwithstanding the general business depression, the year was one of advancement. A larger proportionate number of districts than usual appear to have maintained school five months, and the number of children in those districts in which schools were taught for that time or longer was greater by 6,820 than in 1876. The returns of children from 4 to 20 years of age are believed to be defective, as the increase for the year must have been greater than that given, 3,577. City returns or estimates of the number of children who attended private schools only are also thought to fall short of the real aggregate, though these estimates are more complete than usual.

While the whole number of teachers required in the public schools was 149 more than in 1876, the number employed was 1,228 greater. More than one-third of the schools changed teachers, which indicates a great deal of competition, and thus partly accounts for the reduction of wages. A larger proportion of women, moreover, were employed. There was an increase of 549 third grade certificates issued during the year, indicating the employment of an increased number of teachers of inferior qualifications.

The fact that the number of school-houses reported is less than that of the school districts is explained partly on the ground that some districts own no school-house, and principally on the supposition of imperfect returns. The school-houses will accommodate 345,944 pupils, while the attendance was only 291,270, showing that the school-houses were by no means generally crowded.

DEFECTS IN THE STATE SYSTEM.

Hon. Edward Searing, in making his final report as State superintendent,¹ says that interests of common school education suffer for want of more permanent and intelligent supervision. The public schools of cities are managed intelligently and have competent superintendents; but a majority of the children of the State are educated in the schools of country and village districts, for which there is a very inadequate system of supervision, and in which the results are far from satisfactory. The cause of this is attributed to the facts (1) that political expediency largely governs in the nominations for State and county superintendents, and (2) that the salaries of local superintendents are too small to secure thorough or extended work.

The remedy suggested is a separation of the whole educational system, to the utmost extent practicable, from political influences and changes. It would be a great gain if a county superintendent were elected by a special convention of the school officers of the county, as in Pennsylvania, and the term of both State and county superintendents extended to four years. But the superintendent believes that the highest and most satisfactory results can be reached only under a system such as that he recom-

¹Professor Searing, after having served most faithfully and usefully for four years as State superintendent, accomplishing much for the improvement of the State system, at the close of 1877 returned to his old position of professor of Latin and Greek at Milton College. President William C. Whitford, of that college, was chosen to succeed him as State superintendent from January, 1878.

mended in 1875, a summary of which was presented in the Report of the Commissioner of Education for that year.

TOWNSHIP SYSTEM.

Any town in this State may by a vote of the inhabitants adopt a township system, instead of the separate district system which has generally prevailed hitherto. A report from Superintendent J. A. MacDonald, of Chippewa County, published in the Wisconsin Journal of Education for July, 1877, contains the following statement of the effect of such a system when well administered: "That portion of the people of the county who conduct their schools upon the township plan are well satisfied with them. On comparison, it must be admitted that these schools excel all others. The fact is undeniable. It can be shown that under this system better school-houses are erected; that they are better provided with all the indispensable requirements of common schools, and that in general better teachers are engaged; uniform text books and writing material are provided for their scholars, and the right is granted to every parent to select the most suitable school for his children. These advantages are of no ordinary kind; they are aids to progress; and the system under which they are found cannot but commend itself to every one."

THE TEXT BOOK PROBLEM SOLVED.

Existing laws authorize the purchase of text books by the school board of any district and the loan of these to pupils without charge. Professor Searing says that the advantages of this plan of purchase and supply are becoming widely known throughout the State, and that the adoption of it is working a salutary reformation in diminishing the cost of books and in promoting both fuller attendance and greater efficiency in school work. He thinks, with many others, that the free furnishing of text books to pupils by school boards combines more advantages, both from an economical and an educational standpoint, than any other plan thus far proposed. It secures cheapness; for districts, purchasing in quantity, obtain the books required at wholesale rates. It leads to longer use of the same books; for, under this plan, they are preserved and passed from hand to hand until worn out. It prevents unauthorized changes of books by teachers and loss of time at the beginning of a term due to the lack of books. It insures a larger attendance of pupils, as no children are kept from school through inability to buy the books they need. Finally, it renders certain an absolute and constant uniformity of books in the various classes. Resulting from these advantages, moreover, are better and easier classification of a school, reduction of the number of classes to a minimum, convenience in making transfers, and the educating influence over pupils of the requirement to care for books.

The question whether there would not be large additional advantages from a State uniformity of text books is considered in the report and decided in the negative.

SCHOOL SAVINGS BANKS.

Superintendent Searing recommends the establishment of school savings banks as a means of training children in economy and business habits. This has been done in Great Britain and France with good results. He also suggests the introduction of book-keeping among the branches taught in common schools.

KINDERGÄRTEN.

For statistics and other information respecting 5 schools of this class at Milwaukee, see Table V of the appendix following, and for a summary of these statistics see the Report of the Commissioner preceding.

CITY SCHOOL SYSTEMS.

OFFICERS.

Boards of education for cities appear to consist of one or more members from each ward, with provision for partial annual change; each board choosing its own president, clerk, and treasurer, and generally a city superintendent of schools. At Madison, the mayor of the city and an alderman are ex officio members of the school board.

STATISTICS.

City.	Population.	Children of school age.	Enrolment.	Average daily attendance.	Teachers.	Expenditures.
Fond du Lac.....	15,308	5,846	2,643	1,867	49	\$30,323
Janesville.....	11,000	3,775	1,751	1,240	33	24,415
La Crosse.....	17,000	3,612	2,047	1,403	33	34,732
Madison.....	10,500	3,926	2,212	.....	30	31,864

ADDITIONAL PARTICULARS.

Mad du Lac had about 500 children in parochial schools, besides those enrolled in public schools. The number of sittings for study in the public schools was considerably higher than the enrolment.—(Return from Superintendent Hutchins.)

Menominee reported for 1877 an enrolment of 450 in private and parochial schools, besides those in the public schools. For these last a special teacher of penmanship was employed.—(Return from Superintendent Burton.)

Crosse.—In addition to the number enrolled in public schools, about eight hundred attended private and parochial schools, making about 79 per cent. who attended a school. The average attendance is not precisely given in the report of the Superintendent, but it is stated that the percentage of attendance upon the number enrolled is nearly 95. The schools are graded as primary, intermediate, grammar, and high, the course up to the high school covering 7 years; that in the high school 4 years more, though a certificate will be given those who satisfactorily complete the 3 years. The cost of tuition in the schools, based on the average number belonging, was only \$13.89 for each scholar, although here, too, a special teacher of penmanship was employed at a liberal salary.—(Report of Superintendent C. W. Roby.)

Madison.—The statistics show that there were in the city during the year 1,714 children of legal school age who did not attend the public schools; but of these, 1,400 belonged to the extremes of school age, either kept at home as being too young to attend or engaged in work because old enough to earn something; while some 500 were in private or church schools. A careful examination made it appear that the number neither at school nor at work was only about 57. The schools are classified as primary, grammar, and high, the course in the last occupying 4 years. A considerable portion of the report is devoted to an argument against the prevalent notion that study is injurious to health; and it is pretty conclusively shown that, under a good system, it does not overwork scholars, there is certainly as great, probably greater, likelihood of lengthened life among the studious as among those who do not study.—(Report of Superintendent Shaw.)

Milwaukee, probably from a change of superintendent, presents no statistics of its schools for 1877, but a pamphlet from the First Ward Public School Association indicates, for that ward at least, "larger and better school buildings, improved text books and apparatus, better teachers at higher salaries," and a disposition to so improve school grounds as to make them ornamental, healthful, and agreeable. The committee of the association says, in its report on this subject: "Around our schools should be not only ample room for healthful sports and social amusements in the open air and sunlight, but space for workshops supplied with suitable tools and materials, together with ground devoted to horticulture, thus educating the young to produce intelligently with their own hands many useful and beautiful things." The advantages of these arrangements are enforced at length, and the report was adopted with unanimity as to encourage the hope that the plan suggested may be carried out.

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

The four State normal schools at Platteville, Whitewater, Oshkosh, and River Falls report for the year 1876-77 a total attendance of 1,125 normal students, including 100 in preparatory classes. The three schools first named had a total of 941 normal students, 411 of them being men and 530 women. Of these, Whitewater had 25 and Oshkosh 89 in preparatory classes. The three schools graduated a total of 52 students, 17 from the full 4 years' course and 37 from an elementary course of 2 years. Tuition is free to normal pupils, but not to those in other departments. The schools are endowed with a permanent State fund, the interest of which in 1876-77 amounted to \$5,076.16. They are managed, as before stated, by a board of regents appointed by the governor. The board keeps itself in connection with the everyday work of the schools by means of visiting committees, which furnish in their reports the information necessary for a comparison of work and methods and for a practical, intelligent administration of affairs.

OTHER NORMAL SCHOOLS AND DEPARTMENTS.

The *Catholic Normal School of the Holy Family*, at St. Francis Station, organized in 1871, reports 50 normal students, all of them men, and 12 graduates in 1877 from their 4 years' course. All these graduates had engaged in teaching.

Kindergarten training class was conducted in Milwaukee throughout 1877 by Mr. N. Hailmann, a prominent advocate for the Northwest of Froebel's system. Statistics of it have not reached the Bureau.

Courses of instruction for teachers are reported in connection with *Milton College*, Watertown, and the *Northwestern University*, Watertown. In the latter institution (Luth. Syn.), students are prepared for service in the parochial schools of the Synod of Wisconsin as well as in public schools. The studies embrace, in addition to those of the

academic department, German, English, logic, theory and practice of teaching, and sacred music.—(Catalogues.)

TEACHERS' INSTITUTES.

Institute work was vigorously carried on during the year. Sixty-four institutes were held in 53 different counties. Two of these counties did not report statistics, but in all the others there was an aggregate of 99 weeks of instruction given; there was an attendance of 4,551, of whom 1,323 were men and 3,228 women. The number of counties in which institutes were held is the same as last year; the number attending is 109 less, and the number of days' session about 10 less. "It would seem," says the committee on institutes, in the report of the superintendent, "that the limit of institute work has been nearly or quite reached, both as regards demand for it and ability to conduct it efficiently and economically." The cost of maintaining the institutes in 1877 was \$8,607.33.—(State report.)

A special tabular report of the institutes shows that of the teachers present 194 held first grade, 495 second grade, and 2,688 third grade certificates; moreover, that 465 had been trained in colleges or universities, 319 in academies, 534 in normal schools, and 1,725 in high schools, while 1,252 had enjoyed no other advantages than those of the common schools.

SCHOOL JOURNALS.

The Wisconsin Journal of Education, a monthly, published at Madison, is the organ of the State Teachers' Association and of the department of public instruction. In the former capacity, it presents each year a considerable amount of the best matter read before the association at its meetings. In the latter, it receives and publishes not only the decisions of the State superintendent in all matters of controversy respecting the public schools, but also many interesting communications from the superintendent and his assistant in relation to matters affecting the State system. It thus occupies a prominent rank among our school journals.

The New Education, published since January 1, 1877, at Milwaukee, under the editorship of Mr. W. N. Hailmann, has given much information respecting Kindergarten training, and has been the steady and often eloquent advocate of the claims of the Kindergarten to public notice and adoption.

SECONDARY INSTRUCTION.

HIGH SCHOOLS.

Official reports were received, in 1877, from 57 free high schools, an increase of 37 over those reporting the previous year. There were enrolled in these 5,118 pupils, of whom 1,694 were studying common branches only; 1,862, algebra or geometry; 2,247, natural science, including physiology and physical geography; 704, modern languages, while 900 were in ancient languages. These schools remained in session an average of 35.38 weeks during the year. There were 135 teachers employed.

The free high school law appears to command continued favor and to be exerting a salutary influence. This law grants State aid to such free high schools as are established and maintained by the people for at least 13 weeks in any one year. An amendment to it was passed in 1877 which enabled all free high schools previously in operation to share in the benefits of the law equally with those established under it, if the requisite reports were made and the law was complied with in other respects, so far as applicable. All but 2 of the additional high schools reporting in 1877 were accepted under this amendment, and received their proportion of State aid, making, as before mentioned, 57 in all, which absorbed the entire appropriation of \$25,000 made by the State for the purpose.

A subsequent revision of the law made the following changes, which were to go into effect November 1, 1878: (1) Hereafter no free high schools will be recognized except such as shall have been established in accordance with the provisions of the law. (2) Each single municipality establishing such a school will constitute a high school district. (3) If two or more towns establish one, it will be known as a joint high school district. (4) Each high school district will elect a director, treasurer, and clerk, who will form the high school board. (5) The board will annually determine the amount necessary to be raised to support the high school, and certify the same, to be assessed and collected; but the amount may be limited by vote of the town meeting, or, in case of a joint high school district, by a joint resolution of the town boards. (6) Only such high school districts as have established and maintained a high school for not less than 3 months in a school year and in a building not used for other school purposes will be entitled to receive aid, and this aid will be extended to no school for more than 3 years.—(State report and school laws.)

OTHER SECONDARY SCHOOLS.

Three schools of academic rank, reporting according to law to the State superintendent for 1876-77, give a total of 19 instructors, 70 students in regular academic

classes, and 111 in preparatory or irregular ones, with 13 graduates in 1877. A table of unincorporated schools other than public shows 339 such, with 412 teachers, 8,714 pupils who had not attended any public school during the year, and 6,518 in average daily attendance; but probably the greater part of these, if not the whole, were below the academic grade.

For statistics of business colleges, private academic schools, preparatory schools, and preparatory departments of colleges or universities reporting to this Bureau, see tables IV, VI, VII, and IX of the appendix following, and the summaries of these in the Report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COMPARATIVE COLLEGIATE STATISTICS FOR TWO YEARS.

State Superintendent Searing gives a summary of collegiate statistics for the years 1876 and 1877 as reported to him. Only 6 colleges, exclusive of the State University, reported each year, but the figures for 1876 include those of Racine College, and not those of Northwestern University, while in 1877 Racine College does not report and the Northwestern University does. The figures are as follows:

STATISTICS OF COLLEGES.

	1876.	1877.
Members of faculties.....	62	61
Number graduated in respective years.....	52	71
Students in senior classes.....	49	54
Students in junior classes.....	62	59
Students in sophomore classes.....	84	87
Students in freshman classes.....	130	127
Students not in regular classes.....	8	123
Students in preparatory departments.....	949	613
Total number in the institutions.....	1,282	1,063
Number of acres of land owned.....	2,625	2,156½
Estimated cash value of lands.....	\$61,400	\$65,700
Estimated cash value of buildings.....	232,550	242,050
Endowment funds, except real estate.....	308,292	245,612
Income from tuition.....	15,016	18,364
Income from other sources.....	36,787	36,602

UNIVERSITY OF WISCONSIN.

The State university presents various evidences of progress during the year, among which are the completion and furnishing of Science Hall and the magnetic observatory, the construction of an efficient system of waterworks and drainage, the addition of gas and bath rooms to the Ladies' Hall, besides other improvements and repairs. Important additions, either by purchase or gift, were made to the collections in natural history, to the gallery of arts, to the law and general libraries, and to the scientific apparatus of the university.

The conditions of the donation proposed in 1876 by Hon. J. A. Johnson, establishing scholarships for the benefit of pupils educated in the common schools, have been confirmed by an actual payment into the treasury according to the terms specified. That donation was followed in 1877 by the proposal of Ex-Governor Washburn to erect upon the grounds of the university during the coming year, at his own cost and for the benefit of the university, an astronomical observatory, equipped with superior facilities for investigations in astronomical science. The students for the year in regular collegiate classes numbered 188, of whom 48 were young women.

In the report of the board of regents of the university for 1877 the question of coeducation is discussed pro and con by the president of the university and the board of visitors. The report of the board expresses the opinion, based it would appear mainly on their own observation, that the health of the young women has suffered from overwork. A strong disapproval of the system of coeducation pursued in the university is therefore expressed on that ground; while it is admitted that the proficiency shown by the young women in their studies was quite equal to that of the young men. Condemning the present method in strong terms, the board still does not advise that women should be excluded from the university, since the law of the State provides for their education there; but it is urged that the curriculum be adjusted in such a manner as to enable a man or woman to secure "the form of education best suited to his or her respective sphere—the system of compelling men and women to fare alike might be so modified as to preclude the possibility of causing disease." On the other hand, President Bascom states positively that the health of the young women does not suffer in consequence of their studies here. "The young women, whose health was primarily the ground of criticism, have improved in strength rather than deteriorated since they have been with us, though they have burdened themselves with extra work, which we do not

counsel." Out of 357 students in collegiate and dependent courses, of whom 93 were women, there were 155 days of absence on account of illness on the part of the young men in a given time, and only 18 on the part of young women, or in the proportion of 1 to 3. The students, moreover, did not know that a registration was kept. While young men may have been proportionally somewhat less conscientious about asking for leave, they were much more sharply questioned before it was granted; so that President Bacon accounts for the discrepancy on the ground that the young men are not so accustomed to confinement as the young women and that study is not so congenial to their habits. The president states, too, that the faculty, most of whom were at the outset opposed to coeducation and who have had years of observation both as to its relation to education and to the health of the young women, pronounce earnestly and unanimously in favor of the present method.—(Report of the board of regents of the State University, 1877, with catalogue and returns.)

OTHER COLLEGES.

In the other collegiate institutions mentioned in the Report of the Commissioner of Education for 1876, the courses and departments continue as then stated, except that in *Milton College*, Milton, there appear 2 preparatory years, instead of the 1 with which it was credited, and that in *Lawrence University*, Appleton, *Galesville University*, Galesville, and *Ripon College*, Ripon, there are schools of music not then noted, in Lawrence University one of painting also. *Carroll College*, Waukesha, not having advanced beyond a preparatory department, may be found in Table VI. *Northwestern University*, Watertown (Lutheran), not before mentioned from lack of return, reports English academic, preparatory, collegiate, and normal departments.

COLLEGES FOR WOMEN.

Two institutions in the State offer to young women exclusively the advantages of superior instruction which in the university and others they must share in common with young men. These are *St. Clara Academy*, Sinsinawa Mound (Roman Catholic), and *Milwaukee College*. The former does not report the number of instructors, but it has 87 students in its collegiate department, while the latter reports 15 instructors, with 359 students, 181 of them in preparatory and 51 in collegiate classes, 124 in partial and 3 in graduate courses. Among the studies in these institutions, music, drawing, painting, French, and German find place. Both have apparatus for the illustration of chemistry and physics, and both too report libraries of respectable size for the use of students.

The *Wisconsin Female College*, Fox Lake, does not report for 1877.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The department of agriculture of the State University is designed to give a thorough and extensive course of scientific instruction in which the leading studies shall be those relating to agriculture. The studies of the freshman and sophomore years are the same as in the department of science, agricultural studies being placed in the later years of the course.

The university also comprises departments of civil engineering, of mining and metallurgy, of mechanical engineering, and of military science.—(Catalogue, 1877-78.)

THEOLOGICAL.

The two institutions for theological instruction reporting from this State are *Neshota House*, under the care of the Protestant Episcopal Church, with 30 students and 5 instructors; and the *Seminary of St. Francis of Sales*, at St. Francis Station (Roman Catholic), having 132 students and 13 instructors. The course of study at the *Neshota House* covers 3 years; that of the strictly theological department at the seminary, the same.

LEGAL.

The law department of the University of Wisconsin has a 2 years' course in the ordinary branches. Students who are not college graduates must be 20 years of age to enter this department and must pass an examination in the ordinary English branches. There was an attendance in 1877 of 38 students, of whom 12 had received degrees in letters or science.—(Catalogue of university and return.)

SPECIAL INSTRUCTION.

SOCIETY FOR THE PROMOTION OF HOME STUDY.

This association, apparently formed in 1877 at Milwaukee, is not a branch of the well known kindred one in Boston, but an independent society, organized for local work. From its opening circular we learn that it proposes to establish and carry on a

in which, by recitations, reading classes, and lectures, young persons and adults of both sexes may receive assistance in one or more branches included in the curriculum. There will be three school terms, corresponding with those of the city high school and its sections for study, each with appointed leaders, will give their attention to such subjects as general history, English literature, German literature, politics and economy, mathematics, ancient languages, psychology, sociology, and biology. In short, the association aims to make itself a sort of advanced school for those who wish to prosecute important studies, although engaged in the pursuits of life.—(Secretary, R. C. Spencer, 418 Milwaukee street, Milwaukee.)

EDUCATION OF THE DEAF AND DUMB.

Wisconsin Institute for the Deaf and Dumb, at Delaware, had during the year a total attendance of 182 pupils, with an average attendance of 155, a number considerably in advance of any previous year. These were arranged in 9 classes, each under the care of a teacher, while a tenth teacher gave instruction by articulation to 7 pupils, and also taught articulation for a portion of each 20 others, all semi-mutes. The branches taught are the English language, arithmetic, algebra, history, and the elements of natural science. The employments include making, shoemaking, type setting, sewing, and household work.—(Return of 1877.)

EDUCATION OF THE BLIND.

Wisconsin Institution for the Education of the Blind, at Janesville, taught, during the year 1876-77, 91 persons—41 males and 50 females—who received instruction in music, history, algebra, rhetoric, grammar, arithmetic, geography, reading, writing, and also in broom making, cane seating, crocheting, fancy work, sewing, knitting, and in the weaving of rag carpets. Cane seating was taught to both boys and girls. During one hour of each day the youngest pupils are taught according to the method of the Kindergarten system. Their improvement, especially in the use of their hands, is already manifest, and it is hoped that with more experience still results may be secured.—(Return and printed report.)

REFORMATORY AND INDUSTRIAL TRAINING.

State Industrial School for Boys, Waukesha, reported to the State superintendent during the year as present October 1, 1876, and 364 October 1, 1877, an increase greater than could be well accommodated till a new building then in process of erection should be completed. The institution is meant to be what its name indicates, an industrial school and not a prison; a means for preventing crime, not for punishing it; a place of useful industry where the miseducation of ignorant or vicious parents may be remedied and such training given, such habits and principles inculcated, as will enable the boys for ordinary pursuits and make them useful members of society. The boys are required to go to school 4 hours each day and to work 5 hours, with 2 sessions of half an hour each. The younger ones must attend school the same length of time, but need work only 4 hours daily. In the twenty years since the school was organized it has had more than one thousand boys under training, and its management has had the pleasure of seeing a large proportion of them become good citizens.—(State report.)

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

The twenty-fifth annual meeting of the Wisconsin State Teachers' Association was held at Green Bay July 17-19, 1877. The address of President M. T. Park discussed many questions of interest to the teachers, such as music in the public schools, drawing, State university, normal schools, teachers' association, supervision of schools, text books, and teachers' institutes. Mr. Salisbury, of Whitewater, read a paper on the "History of the Wisconsin Teachers' Association," which was afterward ordered to be published. Subsequently various other papers were discussed, among them "Daily preparation of the teacher" and "Promotional graded schools." A committee on a course of study for mixed schools then presented through Mr. Robert Graham a report which drew up no course, but which, in accordance with a recommendation, recommended the subject to a committee of the State superintendent was made chairman, with instructions to report at the next annual meeting in December. Dr. Walter Kempster, superintendent of the State School for the Insane at Oshkosh, then delivered a lecture on "Mental discipline." C. Jones, of Sheboygan, read a paper on "The relation of teacher and parent," and W. N. Hailmann delivered before the association an address on "Kindergarten," which appears to have excited special interest and discussion. A paper was presented by Miss Agnes Hosford, of Eau Claire, entitled "A woman's experience as superintendent of schools;" the report of a committee on the education needed for the citizens presented by G. S. Albee, and accepted; the subject of Kindergarten culture

was again taken up and discussed by Mr. Hailmann, Superintendent Harris, of St. Louis, President Phelps, Superintendent Searing, and others, and a committee of three was appointed to consider the subject and report at the winter meeting. Among the reports of committees presented and adopted at the close of the proceedings in the evening was one submitting resolutions against a State uniformity of text books and approving the efforts of State Superintendent Searing to prevent the proposed legislation on the text book question during the last session of the legislature. Senator Howe was present and made some remarks; after music by the band the association adjourned.—(State report and Wisconsin Journal of Education, August, 1877.)

The semiannual session of the association was held at Madison December 27 and 28, 1877. Business commenced with the presentation of reports by committees on normal schools, geological survey, and teachers' examinations. The first subject was discussed by Messrs. Reynolds, Phelps, Searing, Bascom, Pradt, Chandler, MacAlister, and Miss Stewart. After a paper by Mr. Salisbury, on the question "Is the teacher's profession overstocked?" Superintendent Searing read his report on a "State educational system," which was substantially the same as that given in this Report for 1875. The report was discussed by Messrs. Johnson, Walker, Wood, Shaw, Pradt, Phelps, Guernsey, MacAlister, Junior, Bascom, Chandler, Delaney, Rockwood, and Salisbury, a majority speaking in favor of the system proposed by the superintendent. A resolution was then passed adopting the report as expressing in its general plan the sense of the association. Reports were read from committees on the "Function of the high school," and on a "Course of study for mixed and graded schools," when Mr. Shaw followed with a paper on "The relation of the university to the high school." Superintendent Searing made some remarks concerning the possible discontinuance of the Wisconsin Journal of Education, and, on his motion, a committee of 5 was appointed to take into consideration the subject of educational journals. Fifteen minutes were then devoted to the discussion of certain questions growing out of the report of the committee on "Course of study for mixed and graded schools," said questions relating to the courses of instruction in the university. Dr. Bascom thought it would be wise to continue for some time the preparatory course of the university, having in view its entire removal at some future time, and that it is best to have Greek taught in all the high schools of the State in cities of 8,000 inhabitants. The association then listened to a report of President Albee, on the subject of oral and text book instruction, and afterward to a paper on "Rhetorical exercises," by W. H. Beach, another member of the committee. President Whitford, chairman of the committee on "Higher education and the university," was not present with his report, but a minority report was submitted by Mr. North, giving reasons why, in his opinion, the work of higher education should not be done by the State. A report of the committee on educational journals, recommending the continuance and efficient support of the Wisconsin Journal of Education, was adopted. A report of the committee on "Early withdrawal of pupils from school" was discussed and a new committee on the subject appointed. After hearing a report on a scientific institute and continuing the committee to carry out its recommendations, the association adjourned.—(State report.)

PRINCIPALS' MEETING.

An association of city superintendents and principals of high schools was formed, December 28, 1877, at Madison. Such an organization is desirable, it was claimed, from the fact that subjects of paramount interest to high school men could not receive sufficient attention in the general association.

"The relation of the high school to the university" was discussed by Professor Kern, President Bascom, State Superintendent Searing, and several others. The general sentiment seemed to be that the preparatory department of the university should be discontinued and pupils prepared in the public high schools. The committee to which the subject was referred reported that, in their opinion, there should be such a close connection between the different parts of our educational system that pupils could advance directly from the common to the high school, and from the latter to the university; and it recommended that a 3 years' course in Latin and a 2 years' course in Greek, with the other subjects rendered necessary by such addition, be a part of the regular work in all high schools. After some discussion, the report, slightly modified, was unanimously adopted.—(State report.)

CHIEF STATE SCHOOL OFFICER.

Hon. WILLIAM C. WHITFORD, *State superintendent of public instruction, Madison.*

[Term, January, 1878, to January, 1880.]

ARIZONA.
STATISTICAL SUMMARY.

	1875-'76.	1876-'77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Population of school age (6 to 21).....	2,955	.....	.....	.....
Enrolled in public schools.....	1,213	903	.....	310
Average daily attendance.....	900	580	.....	320
SCHOOLS.				
Number of rooms for study.....	21	28	7	.....
Average duration of schools in days.....	.....	190	.....	.....
Estimated value of school property.....	.....	\$44,436	.....	.....
TEACHERS.				
Number teaching.....	15	6	.....	9
Number men teaching.....	6	25	19	.....
Average monthly pay of men.....	\$110	\$100	.....	\$10
Average monthly pay of women.....	90	50	.....	40
INCOME AND EXPENDITURE.				
Total receipts for public schools.....	\$31,449	\$20,708	.....	\$10,441
Total expenditures.....	28,744	18,407	.....	10,337

From a special return for 1877 of Hon. John P. Hoyt, governor and ex officio superintendent of public instruction.)

OFFICERS OF THE TERRITORIAL SCHOOL SYSTEM.

GENERAL.

Territorial board of education, composed of the governor, secretary, and treasurer of Territory, devises plans for the improvement and management of the public schools and for the better organization of the schools of the Territory. The duties of *superintendent of public instruction* are devolved by law on the governor, who acts as president and executive officer of the board of education and makes an annual report to it.

LOCAL.

County superintendence, the probate judges of the several county courts are utilized, the judge in each county being made ex officio superintendent of public schools in his county, with the ordinary duties of such an officer.

Board of examiners for each county is formed of 3 persons appointed by the governor, the county superintendent to be one of said board and ex officio chairman. Its duties are to examine applicants for positions as teachers in the public schools and to give certificates valid for 2 years to such as pass a satisfactory examination.

District boards of trustees for each district, composed of 3 persons each, are chosen by the people at the general elections for county officers for the care of the school property of their district and the management of its school or schools.

ELEMENTARY INSTRUCTION.

EXPLANATORY.

The school reports in Arizona, though required by law to be made annually to the territorial board, are published only once in two years. The last issued having been for 1875 and 1876, no other is due till the opening of 1879. Meanwhile, the preceding statistics for 1876-'77, kindly furnished by Governor John P. Hoyt, give a tolerably comparative view of the general condition of the school system, which seems at present to have retrograded since 1876.

CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. JOHN C. FREMONT, governor and ex officio superintendent of public instruction, Tucson.
[Term, 1878-1880.]

DAKOTA.
STATISTICAL SUMMARY.¹

	1875-76.	1876-77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5 to 21)	10,396	11,046	650	.....
Enrolled in public schools	5,410	6,431	1,021	.....
SCHOOLS.				
School districts	328	369	41	.....
Ungraded schools .....	.....	235	.....	.....
Graded schools .....	.....	5	.....	.....
Average duration of school in days .....	.....	75.6	.....	.....
School-houses reported	215	135	.....	.....
Value of school property	\$41,784	\$37,037	.....	.....
TEACHERS.				
Men teaching	85	100	15	.....
Women teaching	181	154	.....	.....
INCOME AND EXPENDITURE.				
Total receipts	\$52,008	\$37,668	.....	.....
Total disbursements	50,002	27,362	.....	.....

(From printed report and special return for 1877 of Hon. W. E. Caton, territorial superintendent of public instruction.)

OFFICERS OF THE TERRITORIAL SCHOOL SYSTEM.

GENERAL.

A *territorial superintendent of public instruction*, nominated by the governor and confirmed by the council at each biennial session of the legislative assembly, has in charge of the interests of public schools.

LOCAL.

A *county superintendent of public schools* is elected by the people of the county two years, at the same time and in the same manner as other county officers, for the supervision of the county free schools.

District school boards are composed of a director, clerk, and treasurer elected at annual town meeting for terms of 3 years each, one-third to be changed yearly. They have the care of the school-houses and management of the district schools.—(law of 1877.)

ELEMENTARY INSTRUCTION.

INCREASED INTEREST IN THE SCHOOLS.

The territorial superintendent reports a very general increase in the interest of school officers and others in the subject of public instruction throughout the Territory and a marked advance in the public schools during the year. This he ascribes to the efforts of county superintendents, who in many of the counties visited were conferred with district officers, and became personally acquainted with the work of the schools.—(Territorial report.)

FINANCIAL REPORTS.

A correct report of the financial condition of the school districts cannot yet be given, since district treasurers have not been called upon for such reports hitherto; they have kept no account of the receipts and expenditures of their districts, merely reporting at the annual school meeting that they had paid out all they had received from the county treasurer, which statement was received in lieu of a financial report. It is hoped, however, that hereafter no difficulty will be found in making the necessary legal report, since county superintendents have been instructed to visit the various school districts and assist the officers in starting a set of books which will furnish an exact statement of the financial condition.—(Territorial report.)

SCHOOLS FOR INDIANS.

At the Yankton Agency there were 3 schools in operation during 1876-77, and 4 teachers, 3 of them men. In two of the schools there was a total enrolment of

¹No reports were received from Armstrong, Brulé, Lawrence, and Spink Counties.

pupils, 69 boys and 51 girls; the other had 35 girls, but it does not give the number of boys attending. The school-houses were frame and in good condition. Spelling, reading, arithmetic, geography, and English grammar were the branches taught, both English and Dakota text books being used in giving instruction. There were also 2 schools taught for the Yankton Indians at Fort Buford; one having 17 pupils enrolled, the other, 8.

At Standing Rock Agency a school with 30 Indian boys enrolled is taught by two Benedictine monks, and a small one for girls is taught by Mrs. De Gray. As there is no boarding school for girls here, some of her pupils come six or seven miles to school.—(Territorial report.)

CITY SCHOOL SYSTEM.

YANKTON.

Organization.—The schools are under the management of a board of education consisting of 8 members, who are elected for terms of 4 years, 2 going out of office each year. The secretary of the board is ex officio superintendent of the city schools.

Statistics.—School population (5 to 21 years of age), 935; number enrolled, 691; average daily attendance, 397; per cent. of attendance, 93.1; number of schools (including 1 high, 2 grammar, and 6 primary), 9; number of sittings provided, 486; number of teachers, 11.

Other information.—One of the most important changes during the year in school affairs is the adoption of the "library plan" for furnishing text books. By this plan the board owns all the text books used in the schools and, to pupils who are able to pay, rents for the term those of the books which cost over 25 cents at an advanced fee equal to about one-fifth of the cost; the needy receive them free, as formerly. Books valued at 25 cents or less are sold at first cost, transportation and exchange included. These are used principally by pupils in the first or lowest grade, and it is considered that they are more liable to be destroyed than those which are used by older children. The plan has thus far given satisfaction.—(City report, 1877.)

TRAINING OF TEACHERS.

TEACHERS' INSTITUTES.

Territorial and county institutes appear to be the only means yet provided for the professional training of teachers. The superintendent, however, has recommended that some action be taken by the territorial legislature toward the establishment of a normal school. County institutes lasting a week were held in Yankton, Turner, Lincoln, and Union Counties, and resulted in awakening among the people a new interest in the professional training of teachers.

TERRITORIAL TEACHERS' INSTITUTE.

The annual institute for the teachers of Dakota was held at Yankton, beginning September 3 and continuing five days. While the attendance was not as large as was desired, it was much greater than ever before. Thirty-six teachers and ten or eleven superintendents were present, and a number of district school officers visited several of the sessions.

Each day exercises comprising practical lessons on the best means of teaching the different branches were given by experienced educators and afterward criticised by committees appointed for that purpose.

During the evening sessions, papers and addresses of more general interest were presented by some of the most prominent educationists of the Territory. Gen. W. H. H. Beadle delivered an address showing the importance of education to national and moral well-being. Superintendent Caton read a paper by Mrs. L. W. Slaughter, superintendent of Burleigh County, on the "Relations of education and labor." Essays were read by Mr. J. C. Scott, on "The tendencies of the times," and by Mr. A. W. Barber, on "The spirit of the school law." Superintendent Caton, besides delivering the opening address, took a prominent part in the exercises every day. These were enlivened by music and by occasional discussions of the subjects before the meeting. One on school government called the attention of teachers especially to the importance of mildness in discipline and of having but few rules.

Altogether, this institute appears to have been not only successful in its results, but a very pleasant occasion to those attending.—(Territorial report.)

EDUCATIONAL CONVENTIONS.

COUNTY ASSOCIATIONS.

Teachers' associations have been organized in Minnehaha, Turner, and Union Counties. It is expected that these associations will have a tendency to interest both teachers and patrons, so that they may coöperate in the public school work.

CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. W. E. CATON, territorial superintendent of public instruction, Elk Point.

DISTRICT OF COLUMBIA.**STATISTICAL SUMMARY.**

	1875-'76.	1876-'77.	Increase.	De
POPULATION AND ATTENDANCE.				
Total population, U. S. census, 1870...	131,700	131,700	.....	...
School population (6 to 17 years) 1870.	31,671	31,671	.....	...
Colored school population, 1870	10,494	10,494	.....	...
Enrolled in public schools	19,629	21,264	1,635	...
Colored children enrolled	5,454	5,954	500	...
Total average daily attendance	14,907	16,318	1,411	...
Average daily attendance of colored pupils.	4,354	4,749	125	...
Estimated number in private schools .....	.....	7,692	.....	...
SCHOOLS.				
Number of school rooms for study	289	293	4	...
Number of seats provided	16,104	17,587	1,483	...
Average duration of school in days....	191	188	.....	...
Value of public school property	\$1,164,606	\$1,169,614	\$5,008	...
TEACHERS.				
Men teaching	26	31	5	...
Women teaching	281	299	18	...
Total number of teachers	307	330	23	...
Average monthly pay of men	\$120 00	\$96 17	.....	...
Average monthly pay of women	80 00	71 21	.....	...
INCOME AND EXPENDITURE.				
Total receipts for public schools	\$223,372	\$370,996	\$147,624	...
Total expenditures	405,828	370,996	.....	...
EXPENDITURE PER CAPITA—				
Of school population	\$11 12	\$10 90	.....	...
Of enrolment	17 95	16 24	.....	...
Of average daily attendance	23 64	21 16	.....	...

(Report of Superintendent J. O. Wilson for 1876-'77 for the District of Columbia and of G. F. T. Cook for schools for colored children.)

ELEMENTARY INSTRUCTION.**ORGANIZATION.**

The public schools of the District are under the control of one board of trustees composed of 19 members, 14 white and 5 colored; 14 of them being from the District of Columbia, 5 from the city of Washington and Georgetown and 5 from the county. There are two superintendents, one having charge of the white schools in the cities and of both classes of schools in the county, and the other of the colored schools in the cities. The members of the board and the superintendents are appointed by the Commissioners of the District of Columbia, and hold office at their will. The executive officers of the board are the boards, superintendents, supervising principals, principals, and teachers, and the order named. Members of subboards receive no pay; all other officers are paid. Men are employed as supervising principals and as assistants in eighth and grade boys' schools, and may be employed in seventh grade boys' schools in the cities and in mixed, ungraded schools in the county. All other teachers in the schools are women.

Sixty pupils are allowed to each teacher of a graded school and 45 to each teacher of an ungraded school. Half day schools are permitted only in the first and second grades, composed chiefly of children six to eight years old. About two-thirds of the school population are white and one-third colored. The two races are separated in the public schools, but like advantages are afforded to each. The schools for whites are taught exclusively by white teachers, those for colored children principally by colored teachers.

Four systems of schools came under the care of the board when consolidated in 1874. In the county schools and in the colored schools the boys and girls were taught in the same rooms, while in the white schools of the two cities the practice was generally the other way. In a few cases separate buildings were provided; but for the most part boys and girls attended school in the same building, occupying separate school rooms. Since then no change has been made in this respect, except where for special reasons it has been found expedient in city schools to put boys and girls together; and so far as this has been done, good results have followed. The boys have grown more respectful and are more easily governed; the girls have lost nothing in ladylike deportment and have gained somewhat in self reliance. Better conduct on the streets and a more tidy personal appearance of both boys and girls have been noticed by citizens and pointed out to members of the board.—(Report of Superintendent Wilson.)

CITY SCHOOLS FOR WHITE CHILDREN.

Statistics.—There are in Washington and Georgetown 205 public schools for white children, of which 80 are for boys, 84 for girls, and 41 for both. The total enrolment was 13,105; average enrolment, 10,805; and average daily attendance, 10,257. There was an increase during the year of 1,022 in total enrolment, of 974 in average enrolment, and of 914 in average daily attendance. The percentage of the white school population enrolled was 67.2; the percentage of attendance based on average enrolment was 94.9, a decrease of .2 of 1 per cent. from that of the previous year. Of the 230 teachers employed 4 were teachers of vocal music and 2 of drawing; all but 13 were women; 157 were educated in the public schools and 78 were graduates of normal schools. Besides the number attending public schools, as given above, there was an estimated enrolment in private and parochial schools of 6,760.

Course of study.—The elementary part of the course extends through a period of eight years, and includes the study of reading, spelling, penmanship, arithmetic, English grammar, geography, United States history, vocal music, drawing, elements of algebra, and some oral instruction in natural science. The high school course commences, and at present ends, with the ninth year. The normal school takes up the work at this point and gives one year of professional training to a limited number of girls who desire to become teachers in city schools.

Drawing.—Owing to the excellence of the system pursued (Walter Smith's), and to the fidelity and skill with which it has been taught, the instruction in drawing has been giving results equal to those attained in other studies. When this system was introduced into the public schools, in 1874, the teachers had neither a knowledge of the methods of teaching nor of the subject to be taught. They showed, however, a desire to learn both, and classes embracing nearly the entire corps of teachers were immediately formed and placed in charge of Mrs. Fuller, the supervisor of this department. They have met regularly every Saturday during the first half of the school year, and will continue to meet until there is no longer any necessity for it.

Candidates for admission to the normal school were for the first time examined in drawing in 1877. It is intended to advance the normal course of instruction in this study from year to year as progress in the lower grades shall justify it, so that in a few years the schools will have excellent teachers in drawing.

CITY SCHOOLS FOR COLORED CHILDREN.

Statistics.—In 1870 the colored population of Washington and Georgetown was 38,725; it is estimated to have reached in 1877 about fifty-one thousand, and the school population over eleven thousand. Public school provision has been made for a little over forty per cent. of this population. The number of sittings in 1876-'77 was 4,809, an increase for the year of 307. There were 79 schools in operation during the year, of which 64 were primary, 14 grammar, and 1 high. The enrolment was 5,954, being 500 greater than that of 1875-'76. The average daily attendance was 4,749, which was 98.1 per cent. of the average enrolment.

Punctuality and attendance.—In these schools, where the circumstances of the population are unfavorable to even fair results in attendance, the degree of excellence shown year after year in regular as well as punctual attendance is remarkable. Of 13 schools which had no case of tardiness during the year, not one had a percentage of attendance less than 96.9; and of 20 schools having one case and not more than 3, the lowest percentage of attendance was 97.2. The inference is valid that these good results in one item are not obtained at the expense of excellence in others.

Discipline.—The discipline of the schools, as a whole, was good. There were 366

cases of corporal punishment and 141 of suspension, the former being 68 more and the latter 5 less than those of the previous year. In 16 schools there was not a case of corporal punishment, in 33 not one of suspension, and in 6 not one of either method of punishment. The discipline was of the highest order in nearly all the schools in which punishment was seldom inflicted.

Drawing.—In this study the results, as a whole, were good. The progress of those schools which were under the immediate instruction of the special teacher was excellent. The great aptitude and fondness for this study manifested in all grades, however, necessitate the utmost vigilance and caution in order to repress the haste of pupils, which is fatal to accuracy and real excellence.

Music.—The close of the third year of thorough and systematic instruction in music in these schools disclosed very satisfactory results. Sufficient progress has been made to permit very fair grading throughout the primary and grammar schools. Those of the lowest grades were taught by the regular teachers, while the others were under the care of 2 special teachers, who gave in each school 2 lessons a week.—(Report for 1876-77 of Hon. G. F. T. Cook, superintendent of schools for colored children.)

COUNTY SCHOOLS.

The whole number of pupils enrolled in the county schools during the year 1876-77 was 2,205, an increase of 93 over the preceding year; and the number of teachers employed was 37. Although the increase in enrolment was not large, there was a decided gain in regularity of attendance, orderly habits, and scholarship. These schools have been greatly benefited by their union with the city schools under the same board of trustees, the same rules and system of supervision, and with the same text books and course of study. School-houses and premises are kept in better condition than formerly, pupils are seated more comfortably, school rooms are better furnished with the necessary appliances for teaching, and teachers are emulating whatever is best in the city schools.—(Report of Hon. J. O. Wilson, superintendent of schools.)

KINDERGÄRTEN.

For statistics of 5 schools of this class, see Table V of the appendix, and the summary of these statistics in the Report of the Commissioner preceding.

TRAINING OF TEACHERS.

THE WASHINGTON NORMAL SCHOOL.

During the year 1877 the facilities for professional training in this school were increased by the addition of a school for observation and practice. The course of study is limited to one year, and the aim from the first has been to admit no candidate who has not the requisite qualifications for a teacher, so that the year may be devoted exclusively to professional work. The attainments of pupils first admitted did not quite reach the standard, and some academic work had to be done, but succeeding classes have come nearer to it, and it will eventually be reached. At the examination for admission in June, 1876, there were 41 applicants having the qualifications required; and of this number, the 20 ranking highest were admitted, and graduated in 1877. Graduates who have taught in the public schools of the city one year and have given satisfactory evidence of their ability to instruct and govern a school receive diplomas equivalent to third class certificates. Such diplomas were given in 1877 to 15 graduates. This school has graduated during the 4 years of its existence 76 teachers, of whom 70 are employed in the city schools.

MINER NORMAL SCHOOL.

This normal school for colored young women was formed in 1877 from the normal class of the high school for colored pupils. Only graduates of the high school are admitted, and they must be recommended by the principal of the school and the superintendent of colored schools, and approved by the trustees of the Miner School. After graduation, and after passing the required examination in teachership, they are to have preference over all other candidates for appointment as teachers of primary grades in the colored schools.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

No high school has yet been opened for the white pupils of Washington and Georgetown, but all in the ninth grade grammar schools are doing high school work, and the necessity for the establishment of a high school for these has been for some time apparent. There was an enrolment of 145 pupils in the ninth grade, of whom 91 were boys and 54 girls. The average daily attendance was 116.

The high school for colored pupils has dropped its preparatory grade, and is now composed wholly of pupils pursuing high school studies. The course of study at this

It has been necessarily restricted to 3 years, but since the transfer of its normal to the Miner Normal School and the disappearance of some other causes which the short course necessary, it is hoped that the time is near when the school may be established on a more comprehensive and liberal basis. There was a total enrolment of 94 pupils in high school studies. A class of 11 was graduated in the summer of 1877.

OTHER SECONDARY SCHOOLS.

Statistics of business colleges, private academic schools, preparatory schools or departments of colleges, see Tables IV, VI, VII, IX of the appendix following, and the series of them in the Report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES.

For statistics under this head, see Table IX of the appendix, and the summary of it in the Report of the Commissioner preceding.

There appears to have been no important change since 1876 in the departments or series of instruction connected with the institutions reporting, viz, *Columbian University*, *Howard University*, and *National Deaf-Mute College*, Washington, and *Georgetown College*, Georgetown.

The collegiate department of *Columbian University* (Baptist) embraces 7 distinct series, among which are those of Latin, of Greek, and of modern languages.

Georgetown College, a Roman Catholic institution, under the control of the Society of Jesus, is adding elegant and extensive buildings.

Columbian University is non-sectarian, and admits both sexes and all races.

The *National Deaf-Mute College* (non-sectarian) is a department of the *Columbia Institution for the Instruction of the Deaf and Dumb*. The college was organized in 1860, and authorized to confer collegiate degrees. Its first object was to provide for deaf-mutes an opportunity (not offered elsewhere) to obtain a collegiate education; and it was to prove, what had been doubted by some, that the deaf and dumb can be successful in collegiate studies. The truth of this proposition has been amply demonstrated by the experience of the college, while the expressions of interest which enterprise has elicited both in Europe and America show that the undertaking is justified. That a demand exists for such a school is shown by the fact that up to the collegiate year 1875-76 there had been connected with the college 136 youths, representing 28 States and the District of Columbia.

PROFESSIONAL INSTRUCTION.

THEOLOGICAL.

The *Theological Department of Howard University* is under the joint supervision of the Board of Washington and of the American Missionary Association, New York City, and its professors are of four religious denominations. The regular course of study is 3 years. There were 9 graduates in the summer of 1877; and during the fall of 1877 succeeding commencement there were 32 students attending, all colored men, of whom 2 had received a collegiate degree.—(Catalogue.)

The *Wayland Seminary* is sustained by the American Baptist Home Mission Society for the benefit of the colored race, the object being to provide preachers and teachers for the South and, eventually, missionaries for Africa. The departments are normal, academic, and theological. The course of study in the last covers 3 years.—(Catalogue.)

LEGAL.

The *Law School of the Columbian University* provides an undergraduate course of instruction covering 2 years and a graduate course of 1 year. Pupils are admitted to the school without examination, but graduation depends upon success in mastering the exercises and passing the final examinations. The exercises of the school are held after usual office hours, thus enabling young men engaged in Government offices to attend. The graduate year is devoted to common law practice and equity pleadings practice. There were 49 graduates at the commencement of 1877, and during the following term the attendance numbered 134.

The *School of Law of Georgetown University* provides a 2 years' course of study and admits pupils without examination. The general plan of instruction embraces lectures, recitations, and moot courts. Recitations are held during the evening, and to accommodate some students who are occupied through the day and to enable them to use the public law libraries and attend the courts. This school graduated students at the commencement of 1877, and had an attendance during the following year of 21.

The *Law Department of Howard University* was suspended during the year 1876-77,

surgery, obstetrics, and the theory and practice of medicine, united with instruction at the bedside of the sick.

The *Medical Department of the University of Georgetown*, in compliance with a mand for a higher standard of proficiency, has adopted a 3 years' graded course each collegiate year or term embracing 7 months. Attendance upon all the obligatory before the student may apply for final examination. This school 2 students in 1877, and reports an attendance of 46.

The *Medical Department of Howard University* graduated 10 students at the commencement in 1877, and had an attendance of 48 during the fall term of that year. 5 had received a collegiate degree. The course of study covers the usual medical course. There is no charge for tuition except \$5 a year for incidental expenses.

The *National College of Pharmacy*, Washington, opened in 1873, reports 3 instructors, and 5 graduates at the commencement of 1877. The course comprises 2 years' attendance on lectures, but students, in order to graduate, have had 4 years' practical experience.—(Return.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The *Columbia Institution for the Deaf and Dumb*, near Washington, has been under instruction in 1877, of whom 94 were males and 13 females. Since its organization in 1857, it has given instruction to 350 pupils, of whom about thirty are teachers in similar institutions. The institution is sustained mainly by private contributions, and gives free instruction where necessary to deaf-mute children of the District of Columbia, and to those whose parents are in the United States Army or Navy. In the primary department the branches are those usually taught in common schools. In the collegiate department the branches are those usually taught in the collegiate department. The employments taught are cabinet making and carpentry.—(Return and pri

CHIEF SCHOOL OFFICERS IN THE DISTRICT.

Hon. J. ORMOND WILSON, *superintendent of schools for white children in Washington and of the county schools, Washington.*

Hon. GEORGE F. T. COOK, *superintendent of schools for colored children in Washington and of the county schools, Washington.*

IDAHO.

STATISTICAL SUMMARY.

	1874-'75.	1875-'76.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-18)	3,852	2,777	-----	1,075
Attending public schools.....	2,093	2,724	631	-----
SCHOOL DISTRICTS.				
Number of school districts.....	81	77		4
INCOME AND EXPENDITURE.				
Receipts for public schools	\$23,734	\$36,214	\$12,480	-----
Expenditures for them.....	18,478	16,590	-----	\$1,888

(From report of Hon. Joseph Perrault, territorial superintendent of public instruction for the 2 years indicated.)

OFFICERS OF THE TERRITORIAL SCHOOL SYSTEM.

GENERAL.

By an amended law of 1877, the territorial controller is, as before, constituted territorial superintendent of public instruction, and an amendment makes it his duty to exercise a general supervision over the public schools.

LOCAL.

Since 1875, the auditor of each county is ex officio county school superintendent, except in Alturas and Boise Counties, where the probate judge of each county is to act as superintendent, the new law making no change in these respects.

For school districts, as under the law of 1875, 3 school trustees are chosen at the annual district meeting of each organized district to care for the schools, employ teachers, and perform the other duties of such officers. By the new law it is made a part of their care for schools that they shall keep the houses in repair and furnish them with several distinctly specified conveniences.

THE TERRITORIAL SCHOOL SYSTEM.

INFORMATION LACKING.

The school reports in this Territory are biennial, and the last one being for 1875 and 1876 none is due till 1879. No information has been received at this Office from any source on which can be based either a summary of school statistics or any general statement regarding the present condition of the educational interests of the Territory. In reply to a letter of inquiry the governor, Hon. M. Brayman, kindly furnished a list of school officers for 1877, and added:

"We have no universities, colleges, academies, or seminaries. We have several private schools well conducted and liberally patronized. I will endeavor to secure and furnish you their statistics."

"Under section 1946 of the Revised Statutes of the United States two sections of land are reserved in each township for school purposes, but thus far this gift is practically unavailable."

"Unfortunately our legislation in former years was so unwise and extravagant as to plunge the Territory into debt so seriously as to create an excuse or a necessity for dispensing with an independent and appropriate school management and attaching the duties of territorial and county superintendents to other offices. * * * Thus our school system is made a 'side show,' not well grounded in public sympathy nor receiving sufficient intelligent and zealous care."

CHANGES IN THE LAW.

The new law of 1877, previously referred to, adds to the former one an amendment making it the duty of the county commissioners in each county to levy, with the taxes for county and territorial purposes, a tax of 5 to 8 mills on the dollar for school purposes, instead of the 2 to 5 in the law of 1875. For the further support of public schools the county treasurer of each county is to set apart for the school fund the product of all fines and forfeitures for breach of penal laws. From the former source particularly, and to some extent from the latter, there must come considerable increase of the school revenue.

Improvements are made, too, in the matter of the assessment of district taxes, giving power to trustees to enforce the collection of such taxes as have been voted by the district meeting, and to add 5 per cent. to such as remain unpaid after 30 days' published notice. Trustees are allowed, without a vote of the district, to levy and collect a rate bill for school-house repairs not exceeding \$25; the bills are to be paid by parents and guardians of pupils attending, in proportion to the number of such pupils sent by each; no pupil, however, is to be prohibited from attending the school on account of the inability of a parent or guardian to pay.

The marshal annually appointed to take a census of the children of school age in each district is now to be sworn to the faithful performance of his duties; but one of the most important clauses of the old law of 1871—which required county superintendents to visit each school in their counties at least once each year, to exercise a general supervision over their interests, and to aid minor officers in promoting these—is not restored.

CHIEF TERRITORIAL SCHOOL OFFICER.

HON. JOSEPH PERRAULT, *territorial controller and ex officio superintendent of public schools, Boise City.*

INDIAN TERRITORY.

[The information under this head refers to Indian education throughout the United States, as well as in Indian Territory; the enumeration, however, does not include the Indians in Alaska.]

STATISTICAL SUMMARY.

POPULATION AND ATTENDANCE.

Number of Indians in the United States	250,809
Number who are of mixed blood	27,749
Pupils in Indian Territory attending school 1 month or more	5,496
Pupils belonging to other tribes attending school 1 month or more	6,019
Aggregate average attendance of the last number	3,593
Largest average monthly attendance of the same	4,774

SCHOOLS.

School buildings on Indian reservations	366
Boarding schools on Indian reservations	60
Day schools	270

TEACHERS.

Men teaching among the Indians	200
Women teaching	237

INCOME AND EXPENDITURE.

Received from Government, \$209,337; tribal funds, \$81,989; other sources, \$46,053	\$337,379
Expended for salaries, \$194,413; other expenses, \$142,966	337,379

INDIANS WHO CAN READ.

Indians who can read in English	23,871
Indians who can read in Indian languages	17,269
Indians who can read both languages	8,803
Adults who can read	23,196
Youths who can read	17,201
Indians, excluding those in Indian Territory, who have learned to read during the year	1,206

(From the report for 1877 of Hon. E. A. Hayt, Commissioner of Indian Affairs.)

GENERAL CONDITION.

PROGRESS OF INDIAN CHILDREN IN THE SCHOOLS.

Commissioner Hayt reports that there is much encouragement to work for the gradual elevation of the partially civilized adult Indians, and especially of the youth of both sexes; a very considerable advance has been made. The Indian youths in the schools show surprising progress in penmanship and drawing, and can be taught the ordinary branches of a common school education as readily as white children, except, perhaps, arithmetic.—(Indian report.)

COMPULSORY ATTENDANCE.

In view of the fact that our chief hope for the civilization of the Indian is in the education of the young, the commissioner urges that every effort be made to bring Indian children into schools. He advises the establishment of a rule making it compulsory upon all Indian children between 6 and 14 years of age to attend school, and requiring English alone to be spoken and taught therein. As many as possible, he says, should be placed in boarding schools, which possess advantages in every way over the others. Forty children, it is stated, can be boarded and instructed at an annual expense of \$125 each, the cost being slightly reduced in schools containing a larger number of pupils.—(Indian report.)

INCREASED APPROPRIATIONS NEEDED.

Commissioner Hayt recommends the appropriation of \$50,000 as a special fund for the establishment and support of additional schools wherever, in the judgment of the Secretary of the Interior, they may be most needed. In addition to the ordinary schools, the establishment is particularly recommended of industrial schools, in which those over 14 years of age may be taught the various trades.

The commissioner also advises that provision be made to give a higher education in normal schools at the East to such Indian youths as are sufficiently advanced to enable them to enter those schools.—(Indian report.)

SCHOOLS OF THE FIVE NATIONS.

As far as can be ascertained from the records of the Indian Office, the schools of the nations inhabiting the Indian Territory are substantially as reported in 1876, namely, among the Cherokees, 75 common schools, held for 10 months in the year, with 2 commodious schools of higher grade, a manual labor school, and an orphan asylum; among the Creeks, 28 public day schools, 2 manual labor schools, and 5 mission boarding schools, besides provision for educating 18 young men in the schools of the States; among the Choctaws, 54 day schools, 1 boarding school with about 50 pupils, and several private schools sustained by tuition fees; among the Chickasaws, 13 district common schools and 4 high schools; among the Seminoles, 5 ordinary schools and 1 academy or boarding school, under the supervision of the Presbyterian Board of Home Missions. Among the Cherokees, and probably among the others, no person can be employed to teach a public school without passing a satisfactory examination before an examining board, and producing a certificate of qualification based upon the result of such an examination.

SUPERINTENDENTS OF INDIAN SCHOOLS.

Dr. S. W. Marston, United States Indian agent at Muscogee, in the Indian Territory, has kindly furnished the following list of Indian school officials for 1877-'78:

J. F. THOMPSON, *president of the Cherokee board of education, Tahlequah.*
 E. McCURTAIN, *superintendent of Choctaw public schools, Red Oak.*
 WILLIAM McCOMB, *superintendent of Creek public schools, Eu/aula.*
 JOSHUA HIGHTOWER, *superintendent of Chickasaw public schools, Oak Lodge.*
 JOHN CHUPCO, *superintendent of Seminole public schools, Wevoka.*

MONTANA.
STATISTICAL SUMMARY.

	1875-'76.	1876-'77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (4-21)	4, 271	4, 892	621	.....
Enrolled in public schools	2, 734	4, 597	1, 863	.....
SCHOOLS.				
Number of school-houses	83	.....	.....	.....
Estimated value of school property	\$56, 080	\$80, 000	\$24, 000	.....
TEACHERS.				
Men teaching	64	36	.....	28
Women teaching	45	64	18	.....
Whole number of teachers	110	100	.....	10
Average monthly pay of teachers	\$63 50	\$64 32	\$0 82	.....
INCOME AND EXPENDITURE.				
Receipts from taxation	\$35, 287	\$37, 092	.....	\$1, 805
Total expenditures	50, 134	54, 104	\$3, 970	.....
Expenditure per capita of school population	9 08	11 05	1 97	.....

(Report for 1876 of Hon. Cornelius Hedges, and special return for 1877 from Hon. Clark Wright, territorial superintendents of instruction in those years.)

OFFICERS OF THE TERRITORIAL SCHOOL SYSTEM.

The Montana school law provides (1) a superintendent of public instruction, appointed by the governor, with consent of council, for 2 years; (2) county superintendents, chosen by the people for terms of 2 years; (3) board of trustees of 3 members, elected for terms of 3 years each, one to be changed annually by new election; (4) district clerks, chosen at the annual district meeting, to keep a record of its proceedings, take a school census, and provide school supplies.

ELEMENTARY INSTRUCTION.

EXPLANATORY.

The school reports of Montana are biennial, and none is available for 1877. Superintendent Wright, however, in addition to the statistics of the preceding summary, has furnished a statement respecting educational affairs in the Territory from which the following extracts are given:

BRANCHES TAUGHT.

All schools are taught in the English language, and instruction is given in the following branches: Reading, writing, orthography, arithmetic, geography, English grammar, history of the United States, and such other studies as may be authorized by the trustees of the district.

SCHOOL BUILDINGS.

Two very excellent school buildings were erected within the year 1877, one at Bozeman and the other at Butte, at a cost of over \$25,000.

SCHOOL REVENUES.

Very few of the States, and none of the Territories, unless the District of Columbia be so considered, surpass Montana in the amount of money raised per capita of school population for educational purposes. Unfortunately, Congress has made no provision whereby the lands donated to public schools can be made available until the Territory becomes a State. The people are thus obliged to rely entirely upon taxation for the support of public schools.

SECONDARY INSTRUCTION.

ESTABLISHMENT OF A COLLEGIATE INSTITUTE.

Contemporaneous with the session of the teachers' institute was an effort on the part of the citizens to establish a collegiate institute, the first school of a high grade in the Territory. The result was \$18,000 subscribed, an organization effected, a site chosen, a site selected, and the good work is still progressing. It is designed that the "Collegiate Institute" shall meet the demand for a collegiate preparatory school not only in Deer Lodge County, but in the entire Territory.

CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. C. WRIGHT, *territorial superintendent of public instruction, Helena.*

NEW MEXICO.

EXPLANATORY.

Information as to New Mexico for 1877 is a general statement from what the condition of public school education in the Territory has not from what it was represented by him to be in 1875. It has been received from Rev. A. J. Semmes, M. A., M. D., of Picocon, Ga., giving an account of the educational work of the Roman in the Territory, from which the following extracts are made:

STATEMENT OF DR. SEMMES.

After the cession of the Territory of New Mexico to the United States of Mexico, and after the organization of the territorial government, the of the Catholic Church of the United States, representing some five Mexican citizens, adopted a resolution for the establishment of an archdiocese, with the sanction of Pius IX, the presiding Bishop or Pope of virtue of this action of the council of Baltimore, the Catholics of New Mexico drawn from the jurisdiction of the Mexican Church and passed under the jurisdiction of the United States.

After the passage of the act of Congress organizing the Territory of New Mexico, Dr. Lamy, a clergyman of the American Catholic Church, was appointed Santa Fé, and, accompanied by the newly appointed governor, and secretary to the capital of the Territory, he proceeded to organize the Territory in accordance with American ideas by the introduction of schools.

Under the constitution and laws of the United States being now in force in the newly organized Territory, and the church being liberated from slavery to the state, as under the Mexican régime, Dr. Lamy proceeded to reform abuses, enforce discipline, and provide for the education of the people. He introduced American and European teachers and missionaries, and inaugurated other practical measures for the intellectual improvement of the people, who had enjoyed little or no real liberty under the old régime.

A first class female academy under the charge of the Sisters of Loretto (of highly educated and refined Christian ladies) was opened. In 1858, a college was founded, in Santa Fé, and superior schools for males and females established in Taos, Mora, Las Vegas, Bernalillo, and Las Cruces.

From the official statistics in the United States Catholic Almanac for 1877, of New Mexico there were in full operation 1 college, 6 academies, and 100 schools under private control—not including the free territorial schools supported by the Territory in a total population of 90,000 Mexico-Americans and 1,000 Anglo-Americans.

In Santa Fé there is St. Michael's College, with 8 professors and tutors, and an attendance of three hundred to four hundred students. There is also a school for young ladies, with an average attendance of 100 pupils, under the charge of Sister Mary Hayden, a highly accomplished American lady.

In Taos, the Sisters of Loretto have a school in successful operation, with an average attendance of 100 pupils. In Mora, the same ladies have an excellent school, with an average attendance of 100 pupils. In Las Vegas, with 128 pupils, and another in Bernalillo, with an average attendance of 60.

A Brothers' Teaching Association is now managing a high school in Bernalillo, with 100 scholars, and 100 boys in attendance, and another school for boys in Las Vegas, with an attendance of 90 scholars.

A school for youths is also in successful operation in Albuquerque, under the charge of a highly classical scholar, Rev. Mr. Tromly.

In the statement of Mr. Ritch, in the Report of the Commissioner of Education for 1876, in reference to what he styles 'the interference of the priests' in the Territory, in Miguel, in consequence of which the 'public' schools were discontinued, and from the facts I have submitted as to private education, the status of the Territory of New Mexico is as advanced as could reasonably be expected.

Under the charge of "interference by the priests," the writer submits that under the Constitution and laws of the United States, which protect their right to a use of a free speech, press, and pulpit in the expressions; that "Roman Catholic clergymen have the same right as any other citizens to advertise and popularize by pulpit, press, or speech, their ideas of education;" that "the officers of free educational institutions may use

all legitimate means to increase the number of their scholars; and should this free competition result in the discontinuance of any public school, then it cannot be remedied."

ST. THOMAS'S MISSION.

In addition to the above, a report has been received from St. Thomas's Mission, a school for both sexes at Santa Fé, in charge of Rev. Henry Forrester, of the Protestant Episcopal Church. There were 24 pupils attending in 1877.

CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. W. G. RITCH, *secretary of the Territory.*¹

¹ Mr. Ritch has acted in the capacity of ex officio superintendent of public instruction, and it is presumed that he still does so.

UTAH.

STATISTICAL SUMMARY.¹

	1875-76.	1876-77.	Increase.	Decrease.
EDUCATION AND ATTENDANCE.				
Legal school age (4 to 16 in 1875-76 and 6 to 16 in 1876-77).	30,900	30,792	.....	.....
Schools.....	19,886	19,779	.....	107
Daily attendance.....	13,608	13,426	.....	182
Schools other than public.....	.....	4,360	.....	.....
SCHOOLS.				
Number of schools in days.....	143	146	3	.....
Schools.....	310	327	17	.....
Value of school property...	\$453,515	\$600,000	\$146,485	.....
TEACHERS.				
Working in public schools.....	215	232	17	.....
Working in public schools.....	234	238	4	.....
Number of teachers.....	449	470	21	.....
Salary of men.....	\$54 00	\$45 00	.....	\$9 00
Salary of women.....	26 00	22 50	.....	3 50
Schools other than public.....	.....	92	.....	.....
REVENUE AND EXPENDITURE.				
Revenue for school purposes.....	\$129,798	\$210,062	\$80,264	.....
Expenditures.....	129,298	160,064	30,766	.....

Decrease is apparent only; an explanation of it is given under elementary instruction.

Report of Hon. John Taylor, territorial superintendent of district schools, 1877, and special return for 1877 from the same.)

OFFICERS OF THE TERRITORIAL SCHOOL SYSTEM.

GENERAL.

Territorial superintendent of district schools is elected biennially by the people for the term of such an officer.

LOCAL.

County superintendent of district schools is also elected biennially in each county by the people hereof.

County board of examination, to determine the qualifications of persons desiring to teach in district schools, is formed by the county court of each county, which selects competent persons for this purpose, without license from whom no one is employed as teacher by any district board in the county.

Trustees for districts consist of 3 persons elected by the qualified voters residing in the district in which they are to serve. Their term of office is 2 years.

ELEMENTARY INSTRUCTION.

EVIDENCES OF IMPROVEMENT.

Territorial superintendent of district schools, in his report for the two years (November, 1877, congratulates the people of the Territory on "a gratifying progress in matters of education. The fact that there was an enrolment in public schools in Tooele County not reporting) during 1877 of 19,779 children, or 44 per cent. of the population (as estimated on the new basis of 6 to 16 years as the legal

¹Tooele County did not report for 1876-77.

school age), indicates, in the opinion of the superintendent, a marked improvement in the facilities for reaching all the children who ought to be in school. The number of schools was increased by 17 during the year 1877, and by 31 since the last biennial report. The apparent falling off during the past two years in the number of school population is attributed chiefly to the alteration in the school age, changed since the last report from 4-16 to 6-16. The failure of Tooele County to report for 1877 also subtracts 1,000 from the number in that year. It is thought that if the present school population were estimated on the basis used in the last biennial report, and the statistics of Tooele County were included, a total would be reached of 37,950 children of school age, which would be an increase for the two years of 2,254. In the matter of school buildings there is a growing demand for space and improvement in construction.

SCHOOL PROPERTY.

The increase in the value of school property has not been as great as would appear from the summary, for the reason that the estimates made of this item have not been uniform from year to year, owing to a misconception on the part of some county superintendents as to what property they should report. In many cases they have failed to report as school property buildings used for the double purpose of schools and churches, although such buildings had been built mainly for schools and remained under the control of school trustees. The superintendent estimates that since the last biennial report about \$100,000 have been added to the valuation of school property, and that this makes the present total value about \$600,000.—(Biennial report, 1876 and 1877.)

TRAINING OF TEACHERS.

NORMAL DEPARTMENT.

The normal department of the University of Deseret provides a course of study covering one year. In 1877, besides the theory and practice of teaching and the elementary English branches, the course included book-keeping, composition, rhetoric, United States history, political economy, civil government, zoölogy, physiology, and mental philosophy. This list of studies, however, was found too extensive for a single year's course and it has been modified by omitting political economy, civil government, penmanship, book-keeping, and mental philosophy. There were 28 young men and 19 young women in attendance during the latter portion of the year 1877. An annual appropriation from the territorial legislature enables the department to provide free tuition for 40 students, who, in consideration of this, agree to teach in the public schools a year after graduation.—(Territorial report.)

SECONDARY INSTRUCTION.

ACADEMIES.

No public high schools are reported. For statistics of academic schools and of a preparatory department to the territorial university, see Tables VI and IX of the appendix following, and the summaries of these in the Report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

UNIVERSITY OF DESERET.

The University of Deseret provides for a course of instruction leading to the degree of bachelor of science, but as yet it has no students in collegiate classes. There were 188 in the preparatory department during 1877, of whom 85 were young women.—(Return and circular.)

CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. JOHN TAYLOR, *territorial superintendent of district schools, Salt Lake City.*

[Term, 1877-1879.]

WASHINGTON TERRITORY.

STATISTICAL SUMMARY.

	1875-76.	1876-77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age, 4-21a.....	11,000	12,997	1,997	.....
Enrolled in public schools.....	7,500	5,385	.....	2,115
SCHOOLS.				
School rooms for study.....	219	262	43	.....
Average duration of school in days.....	104	130	26	.....
TEACHERS.				
Men teaching.....	120	134	14	.....
Women teaching.....	100	145	45	.....
Total number of teachers.....	220	279	59	.....
Average monthly pay of men.....	\$38-\$50	\$40 00	.....	.....
Average monthly pay of women.....		30 00	.....	.....
INCOME AND EXPENDITURE.				
Receipts for school purposes.....	\$54,557	\$49,765	.....	\$4,792
Expenditures for same.....	55,520	.....	.....	.....
Expenditure per capita of school population.	.....	3 82	.....	.....
Expenditure per capita of pupils enrolled.....	.....	9 24	.....	.....

^a Under a new law, 5-21 is the age for admission to the public schools, though 4-21 is retained as the age which forms the basis of apportionment of school funds.

(Special return for 1876 from Hon. J. P. Judson, territorial superintendent of public instruction, and printed report from the same for 1876-77.)

OFFICERS OF THE TERRITORIAL SCHOOL SYSTEM.

GENERAL.

A *territorial superintendent of public instruction*, under a new law of 1877, is appointed by the governor, with consent of council, for a term of 2 years, and has general supervision of the county and district school officers and of the public schools.

A *territorial board of education* is created by the same law, to consist of the superintendent as president, and of one suitable person from each judicial district, appointed by the governor, with consent of council, for terms of two years. It is to adopt text books for the public schools, to prescribe rules for their government, to sit at semi-annual meetings as a board of examination for territorial certificates, and to prepare twice a year a uniform series of questions for the county boards.

LOCAL.

A *county superintendent of common schools* for each county, under the new law as under the older one, is to be elected biennially by the people; and to the duties formerly imposed on him are added those of enforcing the course of study that may be prescribed by the board of education and the rules and regulations they may impose for the examination of teachers, of keeping on file in his office the biennial reports of the territorial superintendent, and of keeping in a good and well bound book, to be furnished by the county commissioners, a record of his official acts. Provision is made for the increase of his salary to correspond with the augmentation of his duties.

A *county board of examination* is formed by the county superintendent, who calls to his aid 2 persons holding the highest grade certificates in his county, the three forming a board for the semiannual examination of those proposing to teach in the public schools.

Boards of directors of school districts are, as before, to consist of 3 members elected by the voters of a new district, at a meeting called for the purpose, for terms of 1, 2, and 3 years. In the older districts the boards are continued by the election of 1 new member annually, at the annual district meeting, for a term of 3 years.

District clerks, elected for 3 years' terms, are to keep a record of the proceedings of school district meetings, to take an annual census of the youth who are to form a basis for apportionment of school funds, to report this to the county superintendent, on pain of forfeiture of whatever sum the district may lose through failure to report, to keep school-houses of their districts in repair, and to furnish them with needful supplies.

Women are eligible to all school offices.—(Law of November 9, 1877.)

ELEMENTARY INSTRUCTION.

GENERAL CONDITION.

Superintendent Judson, in his report for the year ending September 30, 1877, says that since his previous report he has visited every county in the State except 4 and that he found a general interest in education. Nowhere did he find more earnestness or a greater determination to increase educational facilities than in the districts most remote from the thickly settled portions of the Territory. Wherever families were found there were schools. In many instances school-houses were built with funds raised by private subscription; after the public money was exhausted these schools were continued, the teachers being paid by the voluntary subscriptions of the people. In the older districts the fact is being realized that the public school facilities are not sufficient for the wants of the people, and there is a strong feeling in favor of establishing union or graded schools for instruction in the higher branches. As the law previous to 1877 made no provision for these, private schools have been established to meet the want, and their flourishing condition attests not only the necessity for them but also the public interest in education.—(Report of superintendent.)

CHANGES IN THE SCHOOL LAW.

Besides the changes indicated under the head of Officers of the Territorial School System, the following, among others, appear in the new law of 1877:

1. The territorial superintendent has considerable additional duty imposed on him in the way of visiting schools, addressing the people on educational matters, holding annually a territorial teachers' institute, and aiding in establishing county institutes. In consideration of these additions to his duties, he is allowed, instead of the scanty annual pittance of \$300, granted by the law of 1871 and 1873, \$600 a year, with a possible \$300 more for travelling and incidental expenses.

2. County superintendents are made to forfeit \$100 from their salaries if they fail to make to the territorial superintendent full and correct reports on all points required by law.

3. Teachers are not to be paid for their last month's labor in the public schools until they have made to the county superintendent the reports required by the board of education.

4. Besides the territorial institute referred to above as to be held by the territorial superintendent, each county superintendent in a county containing 10 or more organized school districts must hold annually a county teachers' institute, which is to be attended by all the teachers of the public schools, who, for that purpose, may dismiss their schools during the session of the institute.

5. Provision is made for the establishment of union or graded schools in which instruction shall be given in the higher branches of education. Union districts for the establishment of such schools may be formed by vote of a majority of the inhabitants of 2 or more districts. Single districts also have power to establish graded schools. They are required to be established in all cities, towns, villages, and districts reporting more than 500 youth of legal school age.

6. In cities, towns, or villages containing more than 400 inhabitants, children from 8 to 16 years of age, who are not physically or mentally disqualified for study, and whose education has not been otherwise provided for, must attend public school at least 6 months of the year, unless such children be engaged in labor necessary for their own support or that of others depending on them.

7. For the support of schools in counties, county commissioners are to levy an annual tax for their respective counties of not less than 3 and not more than 6 mills on the dollar on all taxable property, instead of being restricted to 4 mills as formerly. Fines for breaches of penal laws also go to the support of schools. The optional district tax, not to exceed 10 mills on the dollar, may be still voted by the qualified school electors and levied on the taxable property of the district.

8. To the provision of the old law forbidding sectarian or denominational teaching in the public schools, the new one adds the interdiction of all sectarian, political, or infidel doctrines. Any teacher who shall violate these provisions forfeits his certificate for the period of one year.

9. The school age is made 5-21 instead of 4-21, though the latter is retained as the basis of the apportionment of school funds.—(School law, 1877.)

TRAINING OF TEACHERS.

NORMAL DEPARTMENT OF THE UNIVERSITY.

The normal department of the University of Washington Territory gives a course of instruction covering 2 years, and embracing algebra, history, English composition and literature, analysis, natural philosophy, book-keeping, pedagogics, physiology, geometry, constitution of the United States, botany, chemistry, and elocution.—(Circular of the university.)

TEACHERS' INSTITUTES.

As before stated, institutes for the improvement of teachers are hereafter to be held annually in every county, besides a territorial one to be held at least once a year.

SECONDARY INSTRUCTION.

HIGH SCHOOLS.

There is nothing to indicate that public high schools are now in existence. They are likely to come as a result of the provisions of the new law for graded schools.

SUPERIOR INSTRUCTION.

UNIVERSITY OF WASHINGTON TERRITORY.

The territorial legislature of 1877 passed a bill appropriating \$1,500 for the use of the university during the year 1878, and the same for 1879; and also created 45 free scholarships in it. These scholarships entitle the holder to 2 years' free tuition, the first to be academic and the last collegiate. Each member of the territorial legislature may appoint 1 beneficiary; each district judge of the three judicial districts, 1; and the governor, 3. The money appropriated for the university is not available until at least 30 holders of these free scholarships are in regular attendance.

The courses of study are, classical, 3 years; scientific, 3 years; and normal, 2 years. The first two years of the classical and scientific courses are chiefly occupied with preparatory studies. These arrangements are supposed to be sufficient to meet all present demands. There was an attendance reported in December, 1877, of 68 students. Of these, 36 studied Latin, 2 Greek, 30 algebra, 18 book-keeping, 15 natural philosophy, and 7 geometry.—(Circular of university and letter of President Anderson.)

HOLY ANGELS' COLLEGE.

This college, at Vancouver (Roman Catholic), opened in 1866, reports preparatory and collegiate departments, the former having 50 students attending, of whom 20 were preparing for a classical course. Three professors were engaged in teaching in the collegiate department, and one in the preparatory. The statistics of attendance in the collegiate department are not given, nor is the course of study indicated.—(Return.)

EDUCATIONAL CONVENTION.

WASHINGTON TERRITORY TEACHERS' CONVENTION.

A territorial teachers' convention was organized in July, 1876. The main object of the organization was to take such steps as might be deemed best calculated to improve the school system of the Territory. The convention met at Olympia and remained in session three days, during which time some of the principal changes required in the school law were fully discussed, and a committee was appointed to prepare a new law for the consideration of the next meeting. This was held at Seattle in July, 1877, in response to a call issued by the executive committee, and was well attended by teachers, school officers, and friends of education. The consideration of the proposed school law occupied the greater portion of the time. It was finally referred to a committee of 5, who were to revise and publish it; and the convention adjourned to meet at Olympia on the second Wednesday of October, when it was proposed to take final action on the law before it was submitted to the legislature.—(Report.)

CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. JOHN P. JUDSON,¹ territorial superintendent of public instruction, Olympia.

¹Information received subsequent to the date of the superintendent's report shows that these efforts to secure a revision of the law were successful. A statement of the more important changes made by it has already been given.

²Mr. Judson has held the office of territorial superintendent of public instruction since 1874, his second term reaching into 1878; but whether he was reappointed or not does not appear from official information possessed by this Bureau at the time of going to press.

WYOMING.

THE TERRITORIAL SCHOOL SYSTEM.

EXPLANATORY.

In the absence of any printed report on education for 1877, the governor of the Territory, Hon. J. W. Hoyt, kindly furnishes an account of the condition of public schools from which the following extracts are made. Governor Hoyt's statement is based mainly on personal observation and inquiry; the statistics alone are taken from the superintendent's report for 1876.

SUPPORT OF SCHOOLS.

Under a law of 1873 [amended in 1877] the schools are supported by a two-mill tax on all taxable property in the several counties, the same being levied by the county commissioners of each county and collected at the same time and in the same manner as territorial and county taxes are collected, except that it is receivable in cash or warrants of the school. All fines, penalties, and forfeitures collected for the non-fulfilment of official duty under the provisions of the act, are recoverable by action in the name of the people of Wyoming Territory for the use of the school district or county in which they have accrued.

SCHOOL AGE.

Children between 7 and 21 years are declared to be of school age, and both sexes admitted on equal terms and receive the same instruction in the schools of every grade.

PROVISION FOR COLORED CHILDREN.

Where there are 15 or more colored children within any school district, the director thereof, with the approval of the county superintendent having jurisdiction, may provide a separate school for them.

TEACHERS.

In the employment of teachers, no discrimination is allowed to be made in the question of pay on account of sex when the persons are equally qualified.

INSTITUTES AND TEXT BOOKS.

For the instruction and advancement of teachers, a law approved December 15, 1877, requires that "the territorial superintendent of public instruction, together with the several county superintendents and the principals of all graded schools in the Territory, shall hold annually at some convenient place a territorial teachers' institute," the same to continue in session not less than four nor more than ten days. Besides the ordinary work of teachers' institutes, it is made incumbent upon the said institute during its sessions "to discuss and decide upon a series of books and a system of education which shall be uniform throughout the Territory, and to decide upon the manner and time in which shall be held a county institute in each county during the year, under the direction of the territorial superintendent or some person by him specially authorized in writing." It is further made "the duty of the territorial superintendent to see that the books and system so decided upon shall be introduced in all the schools of the Territory to the exclusion of all others. The series of books so adopted shall not be changed except by vote of a majority of the whole board, nor shall they be changed oftener than once in five years except by unanimous decision of said board. The travelling expenses of all principals of graded schools in attending the meetings of the institute are paid out of the general fund of the Territory.

SCHOOL LIBRARIES.

Provision is made for creating school libraries by authorizing the qualified electors of a district to vote a sum not exceeding \$100 annually for the purchase of books.

COMPULSORY ATTENDANCE.

Finally, attendance between the ages of 7 and 20 is made obligatory for at least 3 months of each year except in extreme cases, where, in the judgment of the district board, based on special inquiry or on the certificate of a physician, the enforcement of this provision would prove injurious to the health of the child or work a serious hardship. And "any parent or guardian or other person having children in charge between the ages of 7 and 16 years who shall neglect or refuse to comply with the provisions of this [the aforesaid] act shall, on conviction, be punished by a fine not exceeding \$25 for each and every offence."

STATISTICS.

few of the recent formation of a school system in Wyoming and the wide dispersion of its population of less than 50,000, added to the fact that a very large proportion of the adult population consists of persons without families, the whole number of pupils at present enrolled cannot much exceed 2,000. In 1876 there were but 21 of men teaching was then 21; of women, 27. Total amount of money raised by taxation for school purposes, \$24,628; number of school buildings, 10; average monthly pay of teachers, \$71.56; average cost of each pupil, \$1.86.

SCHOOL BUILDINGS.

The building occupied by the graded school of Cheyenne, being two-thirds of the one originally planned, was erected at a cost of nearly \$30,000, and would do credit to any city. The city of Laramie is now completing a still more commodious and costly building for its graded schools. In each case there is a fair supply of the means of instruction, and the beginning of a library. The buildings in the smaller towns, villages and interior settlements do credit to the populations they severally represent.

CONDITION OF THE SCHOOLS.

The school system now in operation, as well as of the schools themselves, I am enabled to speak in terms of high commendation. The gradation is complete from the primary to the end of the high school, which last is able to fit its pupils for entrance to the ordinary college of the country; so that when the college or universities to be established it will rest directly upon the existing public schools of the Territory. The schools are directed and taught by persons well qualified for their duties by study in the academies, colleges, and, in several instances, normal schools of the East, and in general are doing excellent work. Indeed, after a careful examination of nearly every school in the Territory and attendance upon some of the public examinations and public exercises at the end of the last school year, I am constrained to say that the graded schools give evidence of an efficiency that would do honor to the cities of the East.

It is also worthy of note that the public at large feels a great pride in the public schools of the Territory, and is ever ready with liberal means, as well as with active influence to promote their advancement. In fact, I have never known a community, whether in this country or in Europe, more zealously devoted to the cause of popular education than the people of this new Territory.—(Letter from Governor F. Hoyt.)

CHIEF TERRITORIAL SCHOOL OFFICER.

MEPH SLAUGHTER, territorial librarian and ex officio superintendent of public instruction, Cheyenne.

Governor Hoyt seems to have the schools of Laramie and Cheyenne in view in making these remarks.

EDUCATIONAL CONVENTIONS AND ASSOCIATIONS.**NATIONAL EDUCATIONAL ASSOCIATION.****GENERAL ASSOCIATION.**

The seventeenth annual meeting of the National Educational Association was held in Louisville, beginning August 14, 1877. After an address of welcome by Mayor Charles D. Jacob, President M. A. Newell delivered his annual address. Discussing the question whether the public schools are doing all they should to prepare good citizens, he suggested a rearrangement of the course of instruction in the interests of those who must leave school very early in life, and the addition of a department of manual labor, not to be attached to the public school, but supplementary to it. In the evening Mr. J. F. Blackinton, of Boston, read a paper on "Silent forces in education," such as the teacher's manner, temper, and character, and Professor Thomas R. Price, M. A., one on "The study of English as introductory to the study of Latin and Greek." On the following day, after reports from certain committees and the transaction of some other business, papers were read by Professor W. R. Webb, of Tennessee, on "The relation of the preparatory or grammar school to college and university;" by President A. B. Stark, LL. D., of Logan Female College, Russellville, Ky., on "The place of English in the higher education;" by Professor Maurice Kirby, of Henderson, Ky., on "The study of social economy in public schools," and by Professor W. R. Garrett, of Nashville, Tenn., on "The limits of education," especially in the United States, such as the limit of demand on the part of the people and the limit of supply on the part of the schools, the latter branch deprecating excessive multiplication of studies for our youth. On the third day, Professor L. S. Thompson, of Sandusky, Ohio, read a paper giving "Some reasons why drawing should be taught in our public schools," particularly as preparatory to all mechanical pursuits. The committee on the National Bureau of Education then offered its report, with resolutions which were adopted by the association. These reaffirmed the conviction of the association, previously expressed, as to the great value of the Bureau; urged upon Congress the necessity of making adequate and liberal pecuniary provision for its support and for the publication and distribution of its documents, and also the need for a permanent building of suitable proportions and arrangements for the accommodation of a sufficient clerical force, for the preservation of the rapidly increasing professional library, and for the reception and classification of donations made to the pedagogical museum. The resolutions also expressed approval of measures pending before Congress for the creation of a permanent fund in aid of education. A committee of 6 was appointed to wait upon the President of the United States and lay before him these views of the association; also one of 15 members, to act in conjunction with committees from similar bodies and in coöperation with the department of superintendence at its winter meeting, with instructions to prepare a memorial to Congress urging legislation on this subject in harmony with the views of the association. Another report from the same committee was presented by Hon. J. O. Wilson, superintendent of schools, Washington, D. C., showing the need of a building for the accommodation of the beginning which has already been made toward a national pedagogical museum. Dr. Rufus C. Burleson, of Texas, then read a paper on "The educational interests of Texas," and Hon. George W. Hill, State superintendent of schools in Arkansas, read one entitled "Educated mind—its mission and responsibility."

The enumeration of papers read and addresses delivered gives but a faint idea of the important subjects before the association and its departments, or of the practical and able manner in which many of them were treated. Most of the papers and addresses were followed by extemporaneous discussions of great interest, prominent among which may be mentioned those touching on the relations of education and labor.

DEPARTMENT OF HIGHER INSTRUCTION.

The papers read before the department of higher instruction were as follows: One by Professor William Leroy Broun, LL. D., of Vanderbilt University, on "The elective system;" one by Dr. Noah Power, on "The class system," and one by Professor Cassie Harrison, of the University of the South, on "American revision and adaptation of foreign text books." The report of a committee appointed at the meeting of the association in 1876 on spelling reform in Germany, prepared by Professor Raddatz, was presented, but not read.

NORMAL DEPARTMENT.

The opening address before the normal department, by its president, Louis Soldan, of the St. Louis Normal School, considered the question how far education can be made to aid in bringing about a condition of greater industrial prosperity. A paper by Dr. E. C. Hewitt, of the Illinois Normal University, on "The range and limits of normal school work," was also read. In the absence of Mr. J. C. Greenough, of Rhode Island, his paper on "Common school studies in normal schools" was read by its title and referred to the committee on publication; after which came a paper by C. C. Rounds, principal of the normal school at Farmington, Me., entitled "Attacks on normal schools." Professor S. H. White, of Illinois, then read a paper giving "A few queries concerning some of the details of normal school work." The object of the paper, it was stated, was to elicit from others engaged in such work their views concerning some of the questions which arise in school management and their experience in connection with them.

ELEMENTARY DEPARTMENT.

The president of the elementary department, Hon. H. A. M. Henderson, made some extemporaneous opening remarks, when Zalmon Richards, of Washington, D. C., read a paper on "The English language in elementary schools," and the president read one by Rev. R. H. Rivers, D. D., of Martin College, Pulaaki, Tenn., on "Moral training." On the following day, at the opening of the session, Mrs. C. J. Hildreth, supervisor of the Kindergärten of St. Louis, being called upon for remarks, presented some arguments in favor of Kindergarten instruction. Professor John Kraus, of New York, then read a paper on "The Kindergarten: its use and abuse in America," and Mrs. Kraus-Bölte followed with one on "The Kindergarten and the mission of women: my experience as a trainer of Kindergarten teachers in this country, with illustrations of the work of the latter."

INDUSTRIAL DEPARTMENT.

The first paper read before the industrial department was by Hon. S. R. Thompson, State superintendent of Nebraska, on "Relations of the common school to industrial education." The discussion on this having lasted till a late hour, the paper by Professor George T. Fairchild, on "Systematic manual labor in industrial education," was not read, but was ordered to be printed in the proceedings. On the following day President J. D. Runkle spoke extemporaneously on "The Russian system of mechanical art education as applied in the Massachusetts Institute of Technology." This address also was followed by a discussion which lasted too long to permit the reading of the succeeding paper by Professor Charles O. Thompson, of Worcester, on "The relation of manual labor to technological training." It was accordingly ordered to be printed in the proceedings.

DEPARTMENT OF SUPERINTENDENCE.

The department of superintendence of this association held a special meeting in Washington, D. C., March 1, 1877, and another at the same place December 11, 12, and 13 of the same year. Among the subjects considered by the meeting in March were the forms for State and city school statistics, educational representation at the Paris Exposition of 1878, education in the South, and the National Bureau of Education.

The meeting in December was one of more than usual importance. About half of the States were represented by their State school officers, and other superintendents were present from a number of cities and counties. Besides these, the sessions of the meeting were attended by many Government officials, including the President, members of Congress, members of boards of education, teachers, and citizens. Among the most prominent subjects of remark and discussion were the representation of educational interests at the Paris Exposition, industrial education, the high school question, and that of aid to education by the National Government. The last topic was treated in a paper by the United States Commissioner of Education, which gave an account of what has been done in the past in aid of education by the National Government. It also came up in discussions upon measures, then pending before Congress, providing for the establishment of a permanent educational fund the interest of which should be distributed in aid of public school education throughout the States and Territories.—(Proceedings of National Educational Association, 1877.)

AMERICAN INSTITUTE OF INSTRUCTION.

The forty-eighth annual meeting of this institute was held at Montpelier, Vt., July 10-12, 1877. The session is reported to have been interesting and successful, and the attendance large, over 600 teachers being present, for whose entertainment complete and satisfactory arrangements were made by the citizens.

After the address of the president, Hon. Thomas W. Bicknell, of Boston, remarks were made by State Superintendents Corthell of Maine, Downs of New Hampshire, Conant of Vermont, and by Rev. A. D. Mayo, of Springfield, Mass.

The main points presented by the president's address were as follows: 1. All instructors charged with the education of children and youth should be selected on the ground of especial talents, professional training, and aptness to teach. 2. Such teachers should possess certificates of qualification entitling them to teach in town, county, or State, for at least three years, when these should be exchanged for life certificates founded on a basis of talent, training, and experience. 3. Teachers possessing life certificates should hold an advisory relation to local officials in regard to gradation, courses of study, promotions, general policy, and scope of school régime. 4. The county and State examiners should be selected on account of special fitness as educational experts, and, possessing large experience as practical educators, should possess the power of examining candidates and granting provisional and life certificates. 5. The school supervision of all grades should be in the hands of men and women whose experience has been gained in the school room and who have made the philosophy, means, and ends of education an especial study.

Papers and addresses were presented by Professor Albert Harkness, LL. D., of Brown University, on "The results of modern linguistic studies;" by I. N. Carleton, A. M., on "Growth in teaching power;" by President Runkle, of the Massachusetts Institute of Technology, on "The Russian system of art education as applied at the Institute of Technology;" by Mrs. H. M. Miller, of Concord, N. H., on "Modern reading;" by Professor W. M. Barbour, of Bangor Theological Seminary, on "The rights of the taught;" by Hon. P. Emory Aldrich, of Worcester, Mass., on "The rights and duties of the State in relation to education;" by A. P. Stone, superintendent of schools, Springfield, Mass., on "The educational outlook;" by Rev. A. D. Mayo, of Springfield, Mass., on "Normal schools;" by Professor E. R. Ruggles, of Dartmouth, on "The place of history in education, and the methods of teaching it;" by Principal H. E. Fuller, of St. Johnsbury Academy, on "Honorary and official titles;" by President Hulbert, of Middlebury College, on "Life and form;" and by Mr. Marshall, of Fitchburg, on "Yellowstone Park, as illustrated by the stereopticon."

Among the resolutions adopted by the institute was one indorsing the value of the work done by the New-England Journal of Education and another expressing a very high estimate of that accomplished by the National Bureau of Education. A committee was also appointed to memorialize Congress for a more liberal support of that Bureau.—(New-England Journal of Education, July 19, 1877.)

ASSOCIATION OF NEW ENGLAND SCHOOL SUPERINTENDENTS.

The New England Association of School Superintendents held its semiannual meeting in Boston May 13.

The first paper was by Hon. T. B. Stockwell, of Providence, R. I., "Can the present system of graded schools be made more effective?" It was argued that there is room for improvement in the direction of greater elasticity; and that, in the promotion of scholars, age, health, and ability should be taken into account. A discussion followed, which was participated in by Superintendents Tash, Stone, Parker, Leach, Philbrick, Harrington, and Osgood. Secretary Dickinson, of Massachusetts, spoke of the spirit of criticism which is abroad, and said he regarded it as a sign of life and health. Superintendent Marvel, of Holyoke, read a paper on "Facts and figures," in which he laid down important principles that he thought should govern in the making of statistics and in the estimates of school expenditures. In the afternoon the question "What are the proper limitations of the teacher's liberty and of the superintendent's and school committee's authority?" came up for consideration, and was discussed by Superintendents Kimball of Chelsea, Parker of Quincy, Waterman of Taunton, and others.

The committee appointed at the last meeting to consider what should be done in our public schools in respect to instruction in the metric system reported through Mr. Philbrick, making the following among other recommendations: That all State legislatures should render instruction in the system in our public schools obligatory; and that, without waiting for such legislative action, all school authorities should at once provide as far as practicable for instruction in the system in the schools under their charge.—(New-England Journal of Education, May 31, 1877.)

AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE.

The twenty-sixth annual meeting of this association was held at Nashville, Tenn., beginning on Wednesday morning, August 29, 1877, and closing on the Tuesday night following. Many northern and eastern men were present, the attendance of registered members at the meeting being only one-fifth less than at Buffalo the year preceding; and the heat, which many had feared to encounter, was not found more oppressive than at several previous meetings in eastern localities. The interest taken in the meeting by the citizens, the open handed hospitality they exercised, and the excellent arrangements made for comfort in the cool capitol, all combined to make the meeting one long to be remembered by those present.

The hope that this meeting would again bring into the ranks of the association the southern men of science, who had returned but slowly since the meeting of 1866, was shown to be well founded; and even a larger number of southern members than was anticipated presented themselves. One hundred and seventy-three members signed the register and were present at the meetings, which were also largely attended by the citizens. These reunions of citizens with members from various parts of the country were productive of the happiest results in a scientific as well as social point of view, and exemplified the wisdom of fostering the popular character of the association as a means of advancing science by diffusing it among the people. There were 219 new members elected.

Ninety-three papers were entered by title for the meeting; of these, 15 were either withdrawn by their authors or did not pass the standing committee, from lack of abstracts or from not being considered appropriate to the objects of the association. The remaining 78 were mostly read in full or in abstract, and were divided as follows: In general session, 3; in the mathematical, physical, and chemical section, 16, of which 14 were in the chemical subsection and 7 in the microscopical; in the geological and natural history section, 34, of which 8 came from the subsection on anthropology, one day being specially devoted to anthropological papers.

Owing to the illness and consequent absence of the retiring president, Professor William B. Rogers, the customary president's address was not delivered; but those of Vice Presidents Pickering and Marsh were read in full at two general evening meetings, that of Professor Pickering relating to "The endowment of research," and that of Professor Marsh to "The introduction and succession of vertebrate life in America." These both were very valuable papers, the former advocating the establishment and endowment of an institution for mathematical, physical, and chemical research; the latter full of the most interesting information as to the development of animal life in the new continent. One point of popular interest made in the paper was that the so-called "bird tracks" in the Connecticut Valley sandstones are not bird tracks at all, but tracks of gigantic dinosaurs walking usually on their hind feet alone, but occasionally putting to the ground their smaller anterior extremities. The address of Professor Daniel Wilson, chairman of the subsection on anthropology, took the ground that, although the idea of a plurality of origin and of a number of distinct races of men was supported by the high authority of Agassiz, "the leadings of scientific induction now point in a wholly different direction, tending to the more comprehensive unity which embraces all men in the descent from a centre common to them with other animals." Another paper of general interest in this section was by Colonel Garrick Mallory, United States Army, on "The former and present number of our Indians." In this, from an extensive collation of data, the conclusions submitted were, that the native population of the territory occupied by the United States at its discovery has been wildly overestimated; that, while many of its component bodies have diminished or been destroyed, their loss has been in large part compensated by gain among others; and that, though some temporary retrogradation must always be expected among individual tribes in their transition from savagery or barbarism to more civilized habits, yet now the number of Indians is on the increase.

Other papers and addresses are well worthy of notice here, but the brief space at command forbids. Before adjournment arrangements were made for a committee of the association to meet with an international geological congress to be held in Paris in 1878. Resolutions were also passed in favor of a committee on the development of mineral resources and the encouragement of arts and manufactures in the mineral States; in favor of Captain Howgate's system of polar exploration; in favor of the introduction of studies in science into the schools; in favor of a permanent committee on the relations of science to the industrial arts; in favor of the preservation of the National Yellowstone Park, and in favor of the continued fostering of the United States Signal Service, the observations now taken by it to be subjected to special research and discussion by scientific experts.

AMERICAN SOCIAL SCIENCE ASSOCIATION.

The annual meeting of the American Social Science Association was held September 3-6, at Saratoga, N. Y. It opened with an address by David A. Wells, president of the association, on "The relations of economic laws to public and private morality." Papers were read at the general session by Professor W. Stanley Jevons, of England, and B. F. Nourse, of Boston, on the silver question; by John P. Townsend, of New York, on "Savings banks;" by Gamaliel Bradford, of Boston, on "Prospects of resumption;" and by William Minot, of Boston, on "Taxation." This was followed by a statement of the system of taxation in vogue in Sweden, Denmark, Prussia, and other continental countries, by N. C. Frederickson, late professor of political economy, Stockholm, Sweden. Dr. Elisha Harris, of New York, read a report on "Registration of vital statistics in the United States," giving a plan for a basis of uniformity both national and international. Mr. Carroll D. Wright, of Reading, Mass., read a paper on "The

Massachusetts census and its lessons." Dr. Nathan Allen, M. D., of Lowell, presented one on "Change in New England population;" and J. Randolph Tucker, of Virginia, one on "The relations of the United States to each other as modified by war and constitutional amendments." Remarks on the southern question were made by Lafayette Foster of Connecticut, Dexter A. Hawkins of New York, David Dudley Field, and many other prominent gentlemen present. Hamilton A. Hill, of Boston, read a paper on the navigation laws of Great Britain and the United States, advising that we should follow England in this respect. Horace White, of New York, read a paper on the tariff question, and the late Samuel Bowles, of Springfield, Mass., one on the relation of State and municipal governments and the reform of the latter. Dr. D. F. Lincoln, of Boston, read an essay on half time schools; Elisha Wright, a paper on bird culture in relation to cottage homes; Hon. E. R. Meade, one on the Chinese question; and Edward T. Potter, one on the restriction of areas in the construction of tenement houses. A paper on house comforts and amusements at small cost, furnished by Rev. E. C. Guild, of Waltham, Mass., was read by Rev. Mr. Jenks.

At a sectional meeting of the department of jurisprudence, Professor W. P. Wells, of Michigan University, read a paper on the work of American law schools and its hindrances. Professor Pomeroy, of Rochester University, spoke in favor of law schools. David Dudley Field advocated a three years' course in these schools, followed by one year in a lawyer's office. At a subsequent meeting of this section papers were presented on "A graduate course at law schools," by Professor Baldwin, of Yale College; on "Extradition," by Professor Sheldon Amos, of London; and on "Local taxation," by William Minot, Jr., of Boston.

In the conference of charities, P. Letchworth, of Buffalo, read a paper on "Dependent and delinquent children," giving a brief account of the efforts in the State of New York in behalf of this class of children. Mr. R. L. Dugdale, of New York, followed with a paper on "Hereditary transmission of vice and pauperism," which attracted much attention. Rev. E. E. Hale, of Boston, submitted a report for the committee to which was assigned the subject of tramps and vagrant laws; and Dr. H. B. Wilbur, superintendent of the Asylum for Idiots at Syracuse, presented a report on public buildings for dependent classes.

In the department of health, papers were presented on diseased eyes in school children, by Dr. E. G. Loring, of Boston; on "The danger to the health of girls from imperfect early training," by Mrs. A. C. Martin; and on ventilation, by Mr. F. Tudor. The report of the secretary of the department, Dr. D. F. Lincoln, congratulated the members on the accomplishment of a large part of their plan in school hygiene.

An important paper on "The ventilating and warming of school-houses in the northern United States" was read by Dr. F. Winsor, of Winchester, Mass. Among the conditions insisted upon as necessary to secure good ventilation in school rooms are an air space of at least 250 cubic feet for each of the oldest pupils and of 175 for the youngest; a floor space of at least 20 square feet for each of the older children and of 14 for the younger ones, on the supposition that the room is 12 feet in height; the entire air of the room to be changed two and a half to three times an hour, and this by downward ventilation by exhaustion, the motive power being heat in a shaft or chimney; outlets, in the proportion of 7 square inches per capita, to be somewhere in the wall within two feet of the floor (never in the floor) and entering a duct or space beneath it; inlets to be anywhere except in the floor; temperature to be kept between 64° and 68° F.—(New-England Journal of Education, September 13, 1877, and American Architect and Building News, October 6, 13, 1877.)

AMERICAN PHILOLOGICAL ASSOCIATION.

The ninth annual session began at Baltimore, in the Johns Hopkins University, July 10, 1877, and continued 3 days.

The proceedings opened with an address of welcome by Mr. John T. Morris, president of the school board of Baltimore, which was responded to by Professor B. L. Gildersleeve, vice president of the association. Twenty-four other addresses and papers were presented during the session, of which many were of great interest, both on account of the subjects treated and the distinguished reputation of the authors, and it is much to be regretted that want of space forbids even a brief notice of them. The subject of reform in English spelling was brought before the association in the address of its president, Professor S. S. Haldeman, and in the report of the committee on reform of English spelling. Professor Haldeman thought that the association should pay constant attention to the English tongue, its antecedents, its grammar, and the inherent laws of speech, from which its pronunciation should be deduced, instead of regarding the vagaries of an uncertain alphabet. He said that, "without an alphabet adapted to our speech, our spelling has not been controlled by science or even by common sense," and that "it is time that the tyranny of the dictionaries should cease."

Professor W. D. Whitney submitted the following report from the committee:

The attempt to prepare an English alphabet according to the principles laid down in the report of last year brings out the following facts:

1. There are eighteen Roman letters which commonly represent in English nearly the same elementary sounds which they represented in Latin: *a* (father), *b*, *o* (*k*, *g*), *d*, *e* (met), *f*, *g* (go), *h*, *i* (pick), *l*, *m*, *n*, *o* (go), *p*, *r*, *s* (so), *t*, *u* (full).

2. The consonant sounds represented in Latin by *i* and *u* are now represented by *y* and *w*, and the sonants corresponding to *f* and *s* are now represented by *v* and *z*.

3. There are three short vowels unknown to the early Romans which are without proper representatives in English—those in *fat*, *not*, *but*.

4. There are five elementary consonants represented by digraphs: *th* (*thin*), *th* = *dh* (*thine*, *then*), *sh* (*she*), *zh* (*azure*), *ng* (*sing*); to which may be added *ch* (*church*), *g* (*j*).

It seems best to follow the Latin and other languages written in Roman letters, in the use of a single sign for a short vowel and its long, distinguishing them, when great exactness is required, by a diacritical mark.

The alphabet would then have thirty-two letters.

Twenty-two of these have their common form and power as described above in statements 1 and 2.

The three vowels in *fat*, *not*, *but* need new letters. Without laying any stress on the exact form, it is recommended to try some modifications of *a*, *o*, and *u*, such as *u*, *o*, *v*.

For the consonants now represented by digraphs new letters would be desirable, but no particular forms are now recommended. The following are mentioned: *d*, *d*, (*then*); *p*, *b* (*thin*); *f*, *fi* (*sh*); *z*, *zh*; *q*, *ng*; *o* (*ch*).

The use of these letters with only these powers and the dropping of silent letters will so change the look of large numbers of words that they will not be recognized at sight. It seems necessary, therefore, that there should be a transition period, and for that the following suggestions are made:

1. Transition character may be used resembling, if possible, two letters:

For a in <i>fate</i> ,	e may be used in place of <i>e</i> .
" e " <i>mete</i> ,	b " " " i
" i " <i>fine</i> ,	j " " " al.
" u " <i>pure</i> ,	u or q " " " iu.
" a " <i>as</i> ,	a " " " z.
" g " <i>gem</i> ,	g " " " j.
" o " <i>cent</i> ,	q " " " s.

2. The digraphs now representing single consonants may be named and otherwise treated as single letters.

3. New letters can be most easily introduced by using them only for the old letters which they resemble in form.

4. Long words bear changes best, and vowels are more easily changed than consonants, which project more above and below the line. Dropping final silent *e* is the easiest change.

It was resolved that the committee on the reform of English spelling be continued for one year.—(Proceedings, 1877.)

SPELLING REFORM ASSOCIATION.

This association held its meeting at Baltimore immediately after that of the American Philological Association. Professor Whitney reported from the committee on new spellings the plan recommended to the Philological Association by its committee, which was nearly identical with that of the Spelling Reform Association. The report was adopted without amendment, and, therefore, the two associations are in complete harmony. Professor F. A. March was elected president; Melvil Dewey, of Boston, secretary; and Professor E. Hubbard Barlow, of Lafayette College, corresponding secretary and treasurer.—(New-England Journal of Education, August 23, 1877.)

AGRICULTURAL COLLEGE CONVENTION.

A convention of the colleges organized under the authority of land grants from Congress was held at Columbus, Ohio, December 27, 1877. Representatives were present from Illinois, Massachusetts, Iowa, Missouri, New Jersey, Virginia, Pennsylvania, and Ohio. J. M. Gregory, of Illinois, was chosen president, and J. R. Smith, of Ohio, secretary. Papers were read during the day by President Gregory, of Illinois, on "College degrees," and by President Runkle, of Massachusetts, on "Scientific study and courses of study." At the evening session, a discussion took place on military instruction and drill in the colleges, and a paper on "New congressional appropriations for scientific and technical education," was read by Professor Atherton, of New Jersey.—(New-England Journal of Education.)

INTERCOLLEGIATE LITERARY ASSOCIATION.

The third annual convention of this association was held on Thursday, January 4, 1877, at the Academy of Music, New York. The following colleges were represented:

Northwestern University, Evanston, Ill.; Lafayette College, Easton, Pa.; Cornell University, Ithaca, N. Y.; St. John's College, Brooklyn, N. Y.; Princeton College, Princeton, N. J.; Williams College, Williamstown, Mass.; Hamilton College, Clinton, N. Y.; Rutgers Female College, New York, and College of the City of New York. The first prize for excellence in oratory was awarded to F. F. Laird, the representative of Hamilton College. His subject was "The negro in American history." The second prize was given to S. D. Dodge, of Williams College; subject, "John Milton." In essay writing, Taylor, of Northwestern University, took the first prize, and Brewer, of Cornell, the second. In Latin, Schwertfeger, of Cornell, received the first prize, and Veghte, of Rutgers, the second. In Greek, the first prize was awarded to Feyd, of Cornell, the second to Hunter, of the Northwestern University. In mental science, Jones, of Princeton College, took the first, and Dayton, of Northwestern University, the second. In mathematics, Hollwith, of the College of the City of New York, and Von Velzer, of Cornell, received the first prize equally.—(The Bates Student, January, 1877, and The Dartmouth, February 8, 1877.)

Representatives from 13 colleges were present at a subsequent meeting of the Inter-collegiate Literary Association held in New York City, March 30, 1877, to consider the subject of incorporating the society under State laws. A number of distinguished educationists were also present. The judges selected for the next annual contest were as follows: In oratory, Bayard Taylor and Rev. E. H. Chapin; in mathematics, Professor Simon Newcomb, P. S. Michie, and A. Hall; in Greek, Professors T. W. Chambers and Charlton T. Lewis; in Latin, Professors J. H. Morse and Mylton Maury; in mental science, Presidents Noah Porter and J. H. Seelye.—(Educational Weekly, April 12, 1877.)

AMERICAN PUBLIC HEALTH ASSOCIATION.

The fifth annual session of the American Public Health Association was held in Chicago September 25-28, 1877.

Many papers, reports, and addresses were read and spoken, and at the close of the session several were left in the hands of the secretary which there had not been time to read. A large majority treated of sanitary regulations necessary to public health, discussing questions of drainage and sewerage, the removal and utilization of excreta, the destruction of offensive gases from rendering tanks and fertilizing establishments, the sanitary value of forests, the cause and prevention of epidemic diseases, and public holidays in relation to public health. A few took up the consideration of special diseases and their prevention or alleviation, while others considered questions of health in relation to education.

One of these last was by Dr. J. M. Gregory, of the Illinois Industrial University, on "The relation of hygiene to the higher education," in which he dwelt at length on the various causes of failure of health in schools and colleges. He claimed that overstimulation by the marking system in colleges is productive of disease, and mentioned that in his own college a committee had been appointed to devise some system of grading scholars which should avoid that way of estimating merit. Another paper was by Dr. Coan, of Quincy, showing the beneficial results of a system of physical training in the development of health among the girls at the University of Michigan; and still another, by Dr. Charles N. Hewitt, of Minnesota, on "Hygiene in relation to the public schools," in which he advocated a wider diffusion of knowledge on the subject of health by means of the physician, the newspaper, and the school teacher.—(The Sanitarian, November, 1877.)

APPENDIX.

STATISTICAL TABLES

RELATING TO

EDUCATION IN THE UNITED STATES.

TABLE I.—PART 1.—*Statistics of the school systems of the States and Territories, showing States Bureau*

	States and Territories.	Report for the year.	SCHOOL YEAR.		SCHOOL POPULATION.	
			Begins—	Ends—	Between what ages.	Total number between said ages.
	1	2	3	4	5.	6
1	Alabama.....	1876-'77	Oct. 1	Sept. 30	7-21	269,447
2	Arkansas.....	1877-'78	July 1	June 30	6-21	190,282
3	California.....	1876-'77	July 1	June 30	5-17	200,066
4	Colorado.....	1876-'77	Sept. 1	Aug. 31	6-21	21,612
5	Connecticut.....	1876-'77	Sept. 1	Aug. 31	4-16	137,099
6	Delaware.....	1877	Dec. 1	Nov. 30	5-21	35,649
7	Florida.....	1875-'76	Oct. 1	Sept. 30	4-21	474,828
8	Georgia.....	1876	Jan. 1	Dec. 31	6-18	304,037
9	Illinois.....	1877	Oct. 1	Sept. 30	6-21	922,334
10	Indiana.....	1877	July 1	June 30	6-21	694,706
11	Iowa.....	1876-'77	Sept. 16	Sept. 15	5-21	568,026
12	Kansas.....	1877	Aug. 1	July 31	5-21	232,861
13	Kentucky.....	1876-'77	July 1	June 30	7-20	512,808
14	Louisiana.....	1877	Sept. 1	June 30	6-21	266,053
15	Maine.....	1876-'77	Apr. 1	Mar. 31	4-21	217,417
16	Maryland.....	1876-'77	Sept. 1	June 30	5-20	276,120
17	Massachusetts.....	1877	May 1	Apr. 1	5-15	297,302
18	Michigan.....	1876-'77	Sept. 4	Sept. 3	5-20	469,444
19	Minnesota.....	1876-'77	Sept. 1	Aug. 31	5-21	238,502
20	Mississippi.....	1877	Jan. 1	Dec. 31	5-21	324,660
21	Missouri.....	1875-'76	Apr. 1	Apr. 1	6-20	735,728
22	Nebraska.....	1876-'77	Apr. 1	Apr. 2	5-21	92,161
23	Nevada.....	1875-'76	Sept. 1	Aug. 31	6-18	8,475
24	New Hampshire.....	1877	Mar. 1	Mar. 1	4-21	673,418
25	New Jersey.....	1876-'77	Sept. 1	Aug. 31	5-18	318,378
26	New York.....	1876-'77	Oct. 1	Sept. 30	5-21	1,586,234
27	North Carolina.....	1876-'77	Sept. 1	Aug. 31	6-21	408,296
28	Ohio.....	1876-'77	Sept. 1	Aug. 31	6-21	1,027,248
29	Oregon.....	1876-'77	Apr. 1	Mar. 31	4-20	50,649
30	Pennsylvania.....	1877	June 1	June 1	6-21	2,200,000
31	Rhode Island.....	1876-'77	May 1	Apr. 30	5-15	153,316
32	South Carolina.....	1876-'77	Nov. 1	.....	6-16	238,128
33	Tennessee.....	1876-'77	Sept. 1	Aug. 31	6-18	442,458
34	Texas.....	1877	.....	.....	8-14	127,085
35	Vermont.....	1876-'77	Apr. 1	Mar. 31	5-20	92,825
36	Virginia.....	1876-'77	Aug. 1	July 31	5-21	482,789
37	West Virginia.....	1875-'76	Sept. 1	Aug. 31	6-21	184,700
38	Wisconsin.....	1876-'77	Sept. 1	Aug. 31	4-20	478,338
39	Arizona.....	1877	Dec. 10	Dec. 15	6-21	11,046
40	Dakota.....	1876-'77	Sept. 1	Aug. 31	5-21	601,671
41	District of Columbia.....	1876-'77	Sept. 1	June 30	6-17	4,777
42	Idaho.....	1875-'76	Apr. 1	Aug. 31	5-18	4,382
43	Montana.....	1877	Sept. 1	Aug. 31	4-21	629,312
44	New Mexico.....	1875	Jan. 1	Dec. 31	7-18	30,792
45	Utah.....	1877	.....	Nov. 1	6-16	12,907
46	Washington.....	1876-'77	Sept. 1	Aug. 1	4-21	7-21
47	Wyoming.....	1876	.....	.....	.....	.....
48	Indian:					
	Cherokees.....	1876	Sept. 1	June 30	7-21	4,641
	Creeks.....	1876	Sept. 1	June 30	10-18	716
	Choctaws.....	1876	Sept. 1	May 1	6-20	2,309
	Seminoles.....	1876	Sept. 1	May 31	.....	471

a Number under 5 years of age.

b Number between 5 and 17 years of age.

c Estimated.

d For the winter; 68,588 for the summer.

e In 1873.

f For colored population the school age is from 6-16.

g A printed report of later date gives 227,607 as the enrolment.

h These dates are for New Orleans only.

i Number over 15 years of age.

mi, attendance, duration of schools, &c.; from replies to inquiries by the United
 m.

SCHOOL POPULATION.				PUBLIC SCHOOLS.		
Female.	Number under 6 years of age.	Number over 16 years of age.	Number between 6 and 16 years of age.	Number enrolled in schools during school year.	Average monthly enrollment.	Average daily attendance.
8	9	10	11	12	13	14
				141,230		101,076
90,341				31,150		
99,385	a88,951		b200,066	147,863	97,527	89,539
10,411				14,085		8,141
	c22,850	0	c114,249	119,208		d75,822
				24,061		
				26,052		16,720
191,922	0			179,405		115,121
486,137	489,017			694,489	110,081	420,031
336,221		173,676	521,030	498,726		208,324
276,185	e71,100	e133,647	e365,493	421,163		251,372
113,930	36,104	61,007	135,750	157,919	136,242	118,612
				g248,000	190,000	160,000
				85,000		54,390
				155,428		104,318
	0			150,276	103,390	75,726
	a1,945	i27,404		j307,832		j222,704
				357,139	200,000	210,000
				102,551		
156,982				160,528	119,757	97,302
350,945				394,848		e182,000
44,367				50,774		
4,092				5,521		3,832
				k68,035		47,921
				198,709		107,961
				1,023,715		559,537
200,407				201,459		104,173
500,417		269,808	737,440	722,240	554,933	448,100
24,424				45,584		30,389
				907,412		575,597
				m3,739	m2,720	m1,714
				39,959	30,816	27,562
110,614			228,128	102,390		
215,578				227,643		142,266
				100,052		
				72,909		45,318
233,895	43,889	131,670	307,230	204,974	156,464	117,843
88,711	0			123,504		72,278
				201,270		
				903		580
5,390				6,431		
o16,700	0	o2,538	o20,133	21,264	17,112	16,318
				2,724		
2,354				4,597		
				5,151		
14,990	24,055		30,792	19,779		13,420
				5,385		
				1,090		
1,980				2,800	2,500	1,300
341				610	575	448
				1,133	904	745
189				157		108

n printed report for 1876-'77; a later return places the number enrolled at 310,181, and the
 attendance at 228,447.

re is from a printed report; in a written return the State superintendent gives 55,509 as the
 actual attendance."

1875.

ng schools; 93 are enrolled in both day and evening schools.

' 1870.

TABLE I.—PART 1.—*Statistics of the school systems of the States and Territories,*

States and Territories.	PUBLIC SCHOOLS.			SCHOOLS OTHER THAN PUBLIC.			
	Number of school rooms, exclusive of those used only for recitation.	Number of school rooms used exclusively for recitation.	Average duration of school in days.	Schools corresponding to public schools below high schools.		Schools corresponding to public high schools.	
				Pupils.		Pupils.	
				Male.	Female.	Male.	Female.
1	15	16	17	18	19	20	21
1 Alabama.....			82				
2 Arkansas.....							
3 California.....			147				
4 Colorado.....							
5 Connecticut.....	2,530		177.5		(13,000)		
6 Delaware.....							
7 Florida.....							
8 Georgia.....							
9 Illinois.....				24,635	34,740		
10 Indiana.....			128				
11 Iowa.....			145				
12 Kansas.....	4,580	285	108				
13 Kentucky.....	4,830		110				
14 Louisiana.....			135		(20,609)		
15 Maine.....			117				
16 Maryland.....			184				
17 Massachusetts.....			176		(823,670)		
18 Michigan.....			188		(8,958)		
19 Minnesota.....			82		(9,500)		
20 Mississippi.....			677				
21 Missouri.....			60				
22 Nebraska.....			127				
23 Nevada.....			142.8		(931)		
24 New Hampshire.....			92			2,414	1,724
25 New Jersey.....			184				
26 New York.....			178.5				
27 North Carolina.....			60				
28 Ohio.....	15,504		160		(4,341)		
29 Oregon.....	708	200					
30 Pennsylvania.....	17,783		148.94				
31 Rhode Island.....	{ d 28 } 788	{ }	{ d 60 } 181	a1,170	a1,870	a2,260	a1,600
32 South Carolina.....			60				
33 Tennessee.....			70		(28,291)		
34 Texas.....			66				
35 Vermont.....							
36 Virginia.....	4,672		112	e8,778	e9,855	e2,111	e2,541
37 West Virginia.....			93.04				
38 Wisconsin.....			149				
39 Arizona.....	28	4	190		(394)		
40 Dakota.....			75.6				
41 District of Columbia.....	293	10	188				
42 Idaho.....						23	32
43 Montana.....	60	4			(1,239)		
44 New Mexico.....			132				
45 Utah.....			146	1,400	1,460	700	800
46 Washington.....	202		130				
47 Wyoming.....							
48 Indian:							
Cherokees.....	83	5	200				
Creeks.....	28						
Choctaws.....	69		168				
Seminoles.....	5	5	180				

a Estimated.

b Average attendance.

c In the counties; in the cities, 200 days.

d In evening schools.

the enrolment, attendance, duration of schools, &c.—Continued.

OTHER PUBLIC.	Whole number of teachers em- ployed in public schools during the year.			Number of teachers neces- sary to supply the public schools.	Average salary of teach- ers per month in public schools.	
in said in all						
ers.						
Female.	Male.	Female.	Total.		Male.	Female.
23	24	25	26	27	28	29
			4,145		\$22 65	\$22 65
	639	187	826		50 00	40 00
	1,184	1,983	3,167	3,167	83 78	69 68
	183	250	433		56 10	51 45
	753	2,354	3,107	2,000	64 55	36 20
	270	231	501	570	(30 75)	
	375	182	557			
	9,102	12,896	21,998	21,998	46 17	32 23
	8,109	5,465	13,574		61 27	39 20
	7,348	12,518	19,866	15,000	34 88	28 60
	2,772	3,279	6,051	4,623	33 19	29 82
	1,600	2,700	4,300	4,300	40 00	35 00
	707	740	1,507		45 00	35 00
	2,253	4,543	6,796	7,000	41 84	25 64
	1,243	1,663	2,906	2,685	41 95	41 95
	1,118	7,390	8,508	8,508	75 64	33 04
	3,781	9,220	13,001	17,650	42 54	27 45
	1,711	3,031	4,742	3,700	36 75	28 31
			4,125	4,125	20 19½	29 19½
	5,904	3,747	9,651	10,000	(30 00)	
	1,571	2,158	3,729	2,612	35 46	31 80
	36	77	113		112 63	85 20
88	591	2,955	3,546	2,562	38 37	24 71
	954	2,356	3,310	3,081	63 78	37 04
	7,850	22,311	30,161	19,738		
	1,728	654	2,382	2,382	30 00	30 00
	10,855	12,148	23,003	15,711		
	720	592	1,312		50 00	35 00
	9,096	11,556	20,652		37 38	32 30
a175 {	d182	d195	d177	d152 }	80 69	45 91
	212	892	1,104	850		
	1,639	1,035	2,674		28 32	26 87
47)	3,741	1,200	5,001		28 53	28 53
			e3,100		e(33 00)	
	720	3,698	4,418	2,545	34 44	21 60
e832	2,967	1,773	4,740		33 10	27 37
	2,797	896	3,693		34 89	32 09
			9,858	6,571	40 48	26 35
	6	25	31	31	100 00	50 00
	100	154	254			
	31	299	330	330	96 17	71 21
8	36	64	100	110	(64 32)	
40	132	15	147			
62	232	238	470		45 00	22 50
	134	145	279		40 00	30 00
	21	27	48		(71 56)	
			93	93	42 80	42 80
	10	18	28	28	40 00	40 00
			57		26 00	26 00
	4	1	5	5	50 00	50 00

1875.

the counties; in the cities, 193 days.

the counties; in the cities the average salaries are: Of men, \$108.20; of women, \$35.93.

310 REPORT OF THE COMMISSIONER OF EDUCATION.

TABLE I.—PART 2.—*Statistics of the school systems of the States and Territories, showing*
States Bureau

States and Territories.	ANNUAL INCOME.			
	From State tax.	From local tax.	Total from taxation.	Interest on permanent fund, including rents of school lands.
1	30	31	32	33
1 Alabama	\$250,615	.....	^a \$267,243	.....
2 Arkansas	200,000	.....	200,000	\$12,000
3 California	1,766,257	\$1,486,233	3,252,490	220,572
4 Colorado	120,057	63,394	183,451	.....
5 Connecticut	205,892	1,047,053	1,252,945	137,261
6 Delaware	229,285	186,940	216,225	.....
7 Florida	11,587	68,217	79,804	.....
8 Georgia	201,319	142,727	434,046	.....
9 Illinois	1,000,000	8,335,442	9,335,442	304,898
10 Indiana	1,494,330	2,548,746	4,043,076	624,094
11 Iowa .....	.....	4,120,059	4,120,059	376,827
12 Kansas .....	.....	.....	.....	.....
13 Kentucky	1,084,575	500,000	1,584,575	200,000
14 Louisiana	184,905	235,729	420,634	800
15 Maine	224,580	657,705	882,285	24,033
16 Maryland	522,794	814,569	1,337,363	21,371
17 Massachusetts	^c 41,065	4,191,511	4,191,511	140,861
18 Michigan	^d 492,147	2,217,961	2,710,108	220,896
19 Minnesota	209,837	750,163	960,000	192,982
20 Mississippi .....	.....	.....	.....	.....
21 Missouri .....	.....	882,397	882,397	156,568
22 Nebraska	89,574	393,177	482,751	98,450
23 Nevada	44,247	115,312	169,559	.....
24 New Hampshire	437,521	101,212	538,733	8,237
25 New Jersey	1,193,668	723,330	1,916,998	100,000
26 New York	2,703,519	7,454,906	10,158,425	170,000
27 North Carolina	^e 380,071	.....	^e 380,071	4,575
28 Ohio	1,528,278	5,569,972	7,098,250	233,600
29 Oregon	81,226	180,041	211,267	38,534
30 Pennsylvania	1,000,000	7,500,000	8,500,000	.....
31 Rhode Island	80,753	577,940	658,693	19,902
32 South Carolina	^e 100,000	53,965	153,965	.....
33 Tennessee .....	.....	.....	567,673	158,750
34 Texas .....	.....	.....	.....	.....
35 Vermont	0	513,107	513,107	15,073
36 Virginia	341,266	702,213	1,043,479	16,470
37 West Virginia	190,798	578,960	773,764	21,844
38 Wisconsin .....	.....	.....	1,887,555	192,063
39 Arizona .....	.....	.....	20,708	.....
40 Dakota .....	.....	.....	18,666	7,717
41 District of Columbia	0	279,543	279,543	6,349
42 Idaho .....	.....	17,088	.....	.....
43 Montana .....	.....	.....	37,092	.....
44 New Mexico .....	.....	.....	.....	.....
45 Utah	20,000	30,115	50,115	0
46 Washington .....	.....	.....	49,765	.....
47 Wyoming .....	.....	.....	24,626	.....
48 Indian:	.....	.....	.....	.....
Cherokees .....	.....	.....	.....	72,298
Creeks .....	.....	.....	.....	10,000
Choctaws	1,522	.....	1,522	27,500
Seminoles .....	.....	.....	.....	2,500

^a Includes \$116,628 poll tax.

^b Estimated.

^c From State appropriation.

^d Increase in two years.

^e District tax required by statute.

^f A number of counties not reported; total income should be over \$2,000,000.

^g Amount paid by State only.

STATISTICAL TABLES.

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to income, expenditure, and permanent school fund; from replies to inquiries by the United States Commissioner of Education.

ANNUAL INCOME.			Increase of permanent fund in the school year.	ANNUAL EXPENDITURE.		
Revenue from other funds.	From other sources.	Total.		Permanent.		Current.
				Sites, buildings, and furniture.	Libraries and ap- paratus.	Salaries of su- perintendents.
34	35	36	37	38	39	40
\$50,000		\$417,243				\$7,500
		212,000	\$36,000			
	\$137,100	3,610,102	122,900	\$147,426	\$74,113	
	15,524	198,975		49,365		
57,294	58,719	1,506,210	0	172,216	9,544	385,000
		216,225				1,800
	14,300	94,104		(14,639)		6,748
		434,046				
		9,640,340		594,614	4,141	75,922
	205,961	4,873,151	53,698	611,739		
404,972	547,171	5,349,029	496,388	847,017	59,506	
		1,570,755				20,000
25,000	18,000	1,827,575	0		5,000	25,000
0	45,834	467,368				8,000
123,965	26,821	1,067,104		62,766		30,814
	378,949	1,637,583		251,389		28,250
93,953	68,844		0		4,787	54,964
	861,118	3,792,122	3,500	317,942	21,388	
	21,345	1,181,327	100,000			18,625
		496,987				
311,552	420,947	\$1,773,464				
22,038	29,963	633,211	11,789	187,565		22,038
	35,976	195,535	24,500	48,542	820	
	61,709	609,679		89,680		15,066
29,018	33,891	2,079,907	31,718	391,754	2,314	26,704
165,000	1,617,470	12,110,904	25,065	1,358,404	242,667	\$127,000
	21,801	406,447	9,500	11,506		
328,609	215,382	7,875,901	14,000	947,399		143,794
19,604	38,951	308,373	88,571	25,346		
		8,500,000		1,270,570		100,000
10,474	50,353	730,422	2,872	223,117	1,142	11,418
4,100	31,288	189,358		1,635	4,466	
		718,423	6	37,939	8,442	18,422
		500,000				
20,073		548,253		460,884		
	42,157	1,102,112		99,500	1,125	46,361
0	63,036	890,644	15,167	123,211	3,478	14,098
461,922	201,803	2,743,343		258,016	16,188	184,005
		20,708		39,732	4,704	1,100
8,294	2,991	37,668		5,414	290	
0	85,113	370,996	0	27,191	0	12,870
	19,126	36,214				
		37,092		23,500	500	4,300
		25,473				
30,717	129,230	210,062		30,717		1,500
		49,765				
		72,298		9,969		2,500
2,000	0	13,000	0			
		29,022				
1,500		4,000				250

A Of this \$121,645 was a balance on hand at the end of June, 1876.

† Includes repairs.

‡ Including an unexpended balance from last year of \$191,652.

§ Amount expended for old indebtedness.

|| School lands will not become available until Utah is admitted into the Union as a State.

312 REPORT OF THE COMMISSIONER OF EDUCATION.

TABLE I.—PART 2.—*Statistics of the school systems of the States and Territories.*

States and Territories.	ANNUAL EXPENDITURE.			
	Current.		Total.	Expenditure in the year per capita of the school population.
	Salaries of teachers.	Miscellaneous or contingent (including fuel, light, rent, repairs, &c.).		
1	41	42	43	44
1 Alabama	\$384,993	.....	\$392,493	\$1.02
2 Arkansas	*73,166	.....	*110,403	.....
3 California	a2,149,436	\$378,754	2,749,729	13.74
4 Colorado	140,780	25,111	215,256	7.05
5 Connecticut	1,058,682	234,781	1,510,223	.....
6 Delaware	114,027	102,188	218,025	.....
7 Florida	74,628	5,707	101,722	.....
8 Georgia .....	.....	.....	.....	1.10
9 Illinois	5,000,000	1,713,019	7,388,506	7.45
10 Indiana	3,049,094	1,012,033	4,073,706	5.00
11 Iowa	a2,593,645	1,337,258	5,197,426	7.90
12 Kansas	824,968	.....	e1,828,376	5.70
13 Kentucky	1,000,000	100,000	1,130,000	2.00
14 Louisiana	e293,504	66,325	400,829	.....
15 Maine	851,877	125,211	1,170,068	5.11
16 Maryland	1,085,063	372,831	1,687,583	5.07
17 Massachusetts	f871,857	430,255	g5,582,519	15.28
18 Michigan	1,941,338	907,345	3,187,913	6.05
19 Minnesota	791,679	.....	e1,181,327	.....
20 Mississippi .....	.....	.....	481,215	.....
21 Missouri .....	.....	.....	2,374,860	.....
22 Nebraska	457,049	194,612	661,264	7.51
23 Nevada	101,016	12,882	102,700	.....
24 New Hampshire	429,021	70,867	804,654	.....
25 New Jersey	1,481,124	28,006	1,920,902	5.90
26 New York	7,915,634	j2,467,198	j12,110,903	.....
27 North Carolina	263,524	15,700	k406,447	.....
28 Ohio	4,957,254	1,862,091	7,411,068	7.21
29 Oregon	190,922	25,625	241,893	4.77
30 Pennsylvania	4,817,563	2,889,237	8,583,379	.....
31 Rhode Island	412,543	777,742	7725,962	m9.00
32 South Carolina	212,582	7,338	226,021	.....
33 Tennessee	565,651	87,930	699,513	1.50
34 Texas .....	.....	.....	496,068	.....
35 Vermont	420,826	55,443	537,153	5.81
36 Virginia	778,883	124,477	1,050,346	1.90
37 West Virginia	531,545	120,942	793,272	.....
38 Wisconsin	1,563,038	328,391	2,249,638	.....
39 Arizona	10,400	6,907	62,843	.....
40 Dakota	15,639	4,988	n37,668	.....
41 District of Columbia	239,854	91,581	370,996	10.90
42 Idaho	14,376	2,214	16,590	.....
43 Montana	25,804	.....	54,104	11.05
44 New Mexico	15,432	8,458	18,890	.....
45 Utah	127,480	.....	.....	.....
46 Washington .....	.....	.....	.....	3.82
47 Wyoming	*16,400	.....	*16,400	.....
48 Indian:	.....	.....	.....	.....
Cherokees	43,075	54,576	110,110	24.78
Creeks	11,200	1,800	13,000	.....
Choctaws	12,000	.....	29,022	12.63
Seminoles	2,250	700	8,200	.....

* From Report of the Commissioner of Education for 1876.

a Includes salaries of superintendents.

b Per capita of population between 5 and 17.

c Items not all reported.

d Of this amount \$1,336,727.98 are deposited in the State treasury; the balance is the (estimated) amount unpaid on school lands already sold.

e Includes \$23,692, debt previously incurred, paid in 1877.

f Only a partial report.

g From the printed report for 1876-'77; all other financial statistics are from a written return of much later date.

wing the income, expenditure, and permanent school fund, &c.—Continued.

ANNUAL EXPENDITURE.				Amount of available school fund.	Amount of permanent school fund (including portion not now available).	Estimated real value of sites, buildings, and all other school property.
per capita of pupils enrolled in public schools.	Expenditure in the year per capita of average attendance in public schools.	Expenditure in the year per capita of population between 6 and 16.	Expenditure in the year per capita of population between 6 and 16, including interest on the value of all school property.			
45	46	47	48	49	50	51
\$2 72	\$3 08			\$360,000	\$450,000	
18 59	28 19	b\$13 74	b\$14 04	200,000		
12 20	21 10			1,860,400	1,911,400	\$5,833,244
						472,983
9 65				2,025,000	2,025,000	450,957
2 42	3 77					
10 63						
8 23	13 76	7 87	9 18	8,842,291	8,924,570	17,733,029
10 67	17 87	12 29	14 05	3,480,348	3,498,243	11,376,750
8 41	11 19	9 78		2,036,000	10,000,000	9,294,159
4 00	5 00			1,000,000	1,800,000	4,337,654
						2,300,000
						736,575
7 15	10 65			400,500		3,022,722
9 32	18 50			906,229	906,229	
14 62	19 85			2,067,000		
10 80	13 52			3,151,418	4,843,662	9,450,000
				h3,378,569	12,000,000	2,999,424
12 19				5,103,389	7,300,803	
				1,615,021	18,229,687	1,862,386
				274,500		163,801
7 34	14 40					2,357,405
8 49	15 64			1,650,350	1,650,350	6,518,504
				3,130,763		
1 39	2 687			91,500	2,289,139	225,000
10 70	17 25	8 46	10 12			21,145,127
5 32	7 96				509,000	450,560
m12 13	m17 59			240,376	259,769	25,460,762
						2,644,541
3 70	4 91			2,512,500	2,512,500	1,090,814
7 34	11 85			669,087		
4 66	8 11	3 11	3 30	1,430,645	1,430,645	969,317
				340,411	340,411	1,660,467
				2,596,361		5,183,902
20 38	31 73					
16 24	21 16	11 85	14 26	0	0	1,169,614
					(o)	80,000
9 24					600,000	
25 76	62 76				1,306,961	165,000
25 62	38 96				200,000	

Estimated.

In a special return made by Superintendent Thompson this amount appears as \$1,027,192; this post includes payments made during the year on account of past indebtedness.

Including balance on hand of \$1,134,666.

Including balance on hand of \$113,657.

Includes expenditure for evening schools.

For current expenditure only.

Includes an amount remaining on hand of \$10,806, and also \$1,031 paid on bonds and interest.

Two sections of land in each township.

TABLE II.—School statistics of cities containing 7,500 inhabitants and over, for 1877; from replies to inquiries by the United States Bureau of Education.

City.	Superintendent.	Total population (census of 1870).	Estimated present population.	School population.				Number enrolled in public schools.				Estimated enrolment in private and parochial schools.	Number of school days in the year.	Number of days the schools were taught.
				Legal school age.	Number under 6 years of age.	Number over 16 years of age.	Total number of legal school age.	Number under 6 years of age.	Number over 16 years of age.	Whole number enrolled, excluding duplicate enrolments.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
1 Little Rock, Ark.	J. M. Fish.	12,214	17,000	6-21	38,759	2,202	6,402		95	1,960	300	180	170	
2 San Francisco, Cal.	A. L. Mann	150,005	201,020	5-17			51,889		2,847	37,286		209	209	
3 San José, Cal.	J. G. Kennedy	9,009	16,000	5-17			3,074		0	2,374	400	200	198	
4 Stockton, Cal.	George S. Ladd	10,006	15,000	5-17	768	307	3,011	0	90	1,603	120	200	196	
5 Denver, Colo.	Aaron Gove	4,800	21,000	0-21			2,481			2,078	100	200	195	
6 Bridgeport, Conn.	H. M. Harrington	21,735	25,000	4-16	1,297		6,376			4,735	450	210	196	
7 Hartford, Conn.	John Henry Brocklesby	37,180	41,000	4-16	600	0	9,021			7,506	1,337	197	197	
8 New Britain, Conn.	Charles Northend	9,430	12,000	4-16			3,176			2,616	1,97	200	198	
9 New Haven, Conn.	Ariel Parish	49,021	58,075	4-16	2,481	0	12,964			10,682	1,500	200	200	
10 New London, Conn.	Ralph Wheeler	9,580	13,000	4-16	350	0	2,101			1,915	40	200	200	
11 Norwalk, Conn.	J. A. Hamilton, secretary	12,119	13,000	4-16	507		3,254			2,873	100	210	208	
12 Wilmington, Del.	D. W. Harlan	30,841	40,000	0-21			9,178			6,687		203	199	
13 Atlanta, Ga.	B. Mallon	21,789	35,000	0-18			10,302			3,280	800	202	192	
14 Augusta, Ga.	W. H. Fleming	15,380	23,708	0-18			4,912			2,016	500	187	186	
15 Columbus, Ga.	George M. Deys	7,401	9,000	0-18	0	562	2,463			1,212	250	200	187	
16 Macon, Ga.	B. M. Zettler	13,100	15,000	0-18			3,442			1,227	100	180	140	
17 Savannah, Ga.	W. H. Baker	28,235	28,000	0-18			6,919				350	200	180	
18 Alton, Ill.	E. A. Haight	8,005	10,500	0-21			3,164				600	210	198	
19 Belleville, Ill.	Henry Riab	9,825	12,000	0-21			4,467				700	210	198	
20 Bloomington, Ill.	Duane Doty	14,000	25,000	0-21			7,292			3,456	20,000	200	197	
21 Chicago, Ill.	Sarah E. Raymond	298,977	450,000	0-21	631,748	762	810,154			53,529	20,000	200	197	
22 Decatur, Ill.	E. A. Gastman	7,176	10,000	0-21			3,004			1,809	300	180	177	
23 Freeport, Ill.	C. C. Snyder	10,500	12,000	0-21			2,852			1,600	300	200	196	
24 Jacksonburg, Ill.	M. Andrews	12,400	14,000	0-21			4,127			2,331	1,000	180	178	
25 Jacksonville, Ill.	D. H. Harris	9,203	12,000	0-21			3,689			2,600	1,000	190	188	
26 Joliet, Ill.	J. F. Perry	7,203	14,000	0-21			3,557			2,600	1,000	190	188	
27 Peoria, Ill.	Harrison Smith, secretary	22,000	32,000	0-21			8,861			4,173	1,000	200	195	
28 Quincy, Ill.	T. W. Macfall	14,000	22,000	0-21			5,511			3,554	1,000	200	195	
29 Rock Island, Ill.	J. F. Everett	17,800	22,000	0-21			6,667			4,775	1,000	200	195	
30 Springfield, Ill.	Andrew M. Brooks	17,304	25,000	0-21			10,722			2,015	1,000	200	195	

1880	1890	1900	1910	1920	1930	1940	1950	1960	1970	1980	1990	2000	2010	2020	2030	2040	2050	2060	2070	2080	2090	2100	2110	2120	2130	2140	2150	2160	2170	2180	2190	2200	2210	2220	2230	2240	2250	2260	2270	2280	2290	2300	2310	2320	2330	2340	2350	2360	2370	2380	2390	2400	2410	2420	2430	2440	2450	2460	2470	2480	2490	2500	2510	2520	2530	2540	2550	2560	2570	2580	2590	2600	2610	2620	2630	2640	2650	2660	2670	2680	2690	2700	2710	2720	2730	2740	2750	2760	2770	2780	2790	2800	2810	2820	2830	2840	2850	2860	2870	2880	2890	2900	2910	2920	2930	2940	2950	2960	2970	2980	2990	3000	3010	3020	3030	3040	3050	3060	3070	3080	3090	3100	3110	3120	3130	3140	3150	3160	3170	3180	3190	3200	3210	3220	3230	3240	3250	3260	3270	3280	3290	3300	3310	3320	3330	3340	3350	3360	3370	3380	3390	3400	3410	3420	3430	3440	3450	3460	3470	3480	3490	3500	3510	3520	3530	3540	3550	3560	3570	3580	3590	3600	3610	3620	3630	3640	3650	3660	3670	3680	3690	3700	3710	3720	3730	3740	3750	3760	3770	3780	3790	3800	3810	3820	3830	3840	3850	3860	3870	3880	3890	3900	3910	3920	3930	3940	3950	3960	3970	3980	3990	4000	4010	4020	4030	4040	4050	4060	4070	4080	4090	4100	4110	4120	4130	4140	4150	4160	4170	4180	4190	4200	4210	4220	4230	4240	4250	4260	4270	4280	4290	4300	4310	4320	4330	4340	4350	4360	4370	4380	4390	4400	4410	4420	4430	4440	4450	4460	4470	4480	4490	4500	4510	4520	4530	4540	4550	4560	4570	4580	4590	4600	4610	4620	4630	4640	4650	4660	4670	4680	4690	4700	4710	4720	4730	4740	4750	4760	4770	4780	4790	4800	4810	4820	4830	4840	4850	4860	4870	4880	4890	4900	4910	4920	4930	4940	4950	4960	4970	4980	4990	5000	5010	5020	5030	5040	5050	5060	5070	5080	5090	5100	5110	5120	5130	5140	5150	5160	5170	5180	5190	5200	5210	5220	5230	5240	5250	5260	5270	5280	5290	5300	5310	5320	5330	5340	5350	5360	5370	5380	5390	5400	5410	5420	5430	5440	5450	5460	5470	5480	5490	5500	5510	5520	5530	5540	5550	5560	5570	5580	5590	5600	5610	5620	5630	5640	5650	5660	5670	5680	5690	5700	5710	5720	5730	5740	5750	5760	5770	5780	5790	5800	5810	5820	5830	5840	5850	5860	5870	5880	5890	5900	5910	5920	5930	5940	5950	5960	5970	5980	5990	6000	6010	6020	6030	6040	6050	6060	6070	6080	6090	6100	6110	6120	6130	6140	6150	6160	6170	6180	6190	6200	6210	6220	6230	6240	6250	6260	6270	6280	6290	6300	6310	6320	6330	6340	6350	6360	6370	6380	6390	6400	6410	6420	6430	6440	6450	6460	6470	6480	6490	6500	6510	6520	6530	6540	6550	6560	6570	6580	6590	6600	6610	6620	6630	6640	6650	6660	6670	6680	6690	6700	6710	6720	6730	6740	6750	6760	6770	6780	6790	6800	6810	6820	6830	6840	6850	6860	6870	6880	6890	6900	6910	6920	6930	6940	6950	6960	6970	6980	6990	7000	7010	7020	7030	7040	7050	7060	7070	7080	7090	7100	7110	7120	7130	7140	7150	7160	7170	7180	7190	7200	7210	7220	7230	7240	7250	7260	7270	7280	7290	7300	7310	7320	7330	7340	7350	7360	7370	7380	7390	7400	7410	7420	7430	7440	7450	7460	7470	7480	7490	7500	7510	7520	7530	7540	7550	7560	7570	7580	7590	7600	7610	7620	7630	7640	7650	7660	7670	7680	7690	7700	7710	7720	7730	7740	7750	7760	7770	7780	7790	7800	7810	7820	7830	7840	7850	7860	7870	7880	7890	7900	7910	7920	7930	7940	7950	7960	7970	7980	7990	8000	8010	8020	8030	8040	8050	8060	8070	8080	8090	8100	8110	8120	8130	8140	8150	8160	8170	8180	8190	8200	8210	8220	8230	8240	8250	8260	8270	8280	8290	8300	8310	8320	8330	8340	8350	8360	8370	8380	8390	8400	8410	8420	8430	8440	8450	8460	8470	8480	8490	8500	8510	8520	8530	8540	8550	8560	8570	8580	8590	8600	8610	8620	8630	8640	8650	8660	8670	8680	8690	8700	8710	8720	8730	8740	8750	8760	8770	8780	8790	8800	8810	8820	8830	8840	8850	8860	8870	8880	8890	8900	8910	8920	8930	8940	8950	8960	8970	8980	8990	9000	9010	9020	9030	9040	9050	9060	9070	9080	9090	9100	9110	9120	9130	9140	9150	9160	9170	9180	9190	9200	9210	9220	9230	9240	9250	9260	9270	9280	9290	9300	9310	9320	9330	9340	9350	9360	9370	9380	9390	9400	9410	9420	9430	9440	9450	9460	9470	9480	9490	9500	9510	9520	9530	9540	9550	9560	9570	9580	9590	9600	9610	9620	9630	9640	9650	9660	9670	9680	9690	9700	9710	9720	9730	9740	9750	9760	9770	9780	9790	9800	9810	9820	9830	9840	9850	9860	9870	9880	9890	9900	9910	9920	9930	9940	9950	9960	9970	9980	9990	10000
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a Has been succeeded by Superintendent H. S. Tarbell.
 b Number over 15 years of age.
 c Included evening schools.
 d The legal school age for colored children is from 6-14.
 e Estimated.
 f Census of 1875.
 g In primary schools, 100 and 155.
 h In high schools, 200.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1877, &c.—Continued.*

City.	Superintendent.	Total population (census of 1870).	Estimated present population.	School population.				Number enrolled in public schools.				Estimated enrolment in private and parochial schools.	Number of school days in the year.	Number of days the schools were taught.
				Legal school age.	Number under 6 years of age.	Number over 16 years of age.	Total number of legal school age.	Number under 6 years of age.	Number over 16 years of age.	Whole number enrolled, excluding duplicate enrolments.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Taunton, Mass.	William W. Waterman*	18,467	19,000	5-15	265	.....	8,413	321	105	3,629	68	185	105
Weymouth, Mass.	F. B. Gamwell	9,010	9,819	5-15	270	0	1,496	256	100	1,931	20	200	106	
Woburn, Mass.	E. H. Davis	8,560	10,105	5-15	305	.....	61,955	110	.....	1,931	100	200	200
Worcester, Mass.	A. P. Marble	41,115	52,000	5-15	1,819	.....	9,097	1,563	572	9,001	1,325	205	182
Adrian, Mich.	William H. Payne	8,438	10,000	5-20	.....	.....	2,824	.....	.....	1,449	500	200	103
Ann Arbor, Mich.	Walter S. Perry	7,893	7,500	5-20	138	664	2,419	104	410	1,864	270	200	200	
Bay City, Mich.	I. W. Morley	7,064	18,000	5-20	.....	.....	4,278	428	327	2,841	.....	198	108.5
Detroit, Mich.	J. M. B. Sill	79,580	110,000	5-20	.....	.....	35,739	.....	.....	13,827	5,000	200	183
East Saginaw, Mich.	H. S. Tarbell	11,350	17,500	5-20	380	976	5,117	75	83	3,177	100	200	165	
Grand Rapids, Mich.	A. J. Daniels	16,507	30,000	5-20	.....	.....	9,139	243	225	5,019	800	200	182
Saginaw, Mich.	Cornelius A. Gower	7,401	10,500	5-20	.....	.....	2,835	0	98	1,564	400	200	184.5
St. Paul, Minn.	O. V. Tonsley	13,000	35,000	5-21	.....	.....	11,134	(d)	216	3,562	800	186	186
Minneapolis, Minn.	L. M. Burrington	20,045	40,000	5-21	.....	257	.....	.....	48	4,316	2,500	200	194
Natchez, Miss.	C. E. Dent	9,037	9,000	5-21	.....	.....	2,400	0	.....	1,450	300	195	183
Vicksburg, Miss.	W. H. Ide, secretary	12,346	11,000	5-21	0	622	3,206	0	98	1,877	300	150	148	
Hannibal, Mo.	J. M. Greenwood	10,125	12,000	5-20	.....	.....	8,303	.....	135	4,324	1,000	200	117
Kansas City, Mo.	Edward B. Neely	32,000	42,000	5-20	.....	.....	6,822	.....	202	3,514	825	200	180
St. Joseph, Mo.	W. T. Harris	19,565	25,000	5-20	0	2,172	.....	.....	3,426	47,076	22,428	200	108
St. Louis, Mo.	S. D. Beals	310,864	500,000	5-20	.....	.....	146,000	2,480	129	2,911	2,000	200	168
St. Paul, Minn.	W. E. Duck	16,083	22,000	5-21	427	1,343	9,065	367	254	3,607	2,000	200	188	
Manchester, N. H.	John H. Goodale	23,536	25,000	5-15	420	.....	2,307	381	126	2,198	80	180	175
Nausha, N. H.	John Pender, secretary	10,543	11,000	5-15	15	105	2,154	57	165	1,064	50	248	244	
Portland, N. H.	H. L. Russell	20,045	40,000	5-18	.....	.....	10,842	.....	.....	5,270	1,200	200	180
Camden, N. J.	Edna D. Smith	20,823	25,000	5-18	.....	.....	9,817	.....	.....	4,547	1,800	210	202
Elizabeth, N. J.	William S. Dickinson	82,030	120,000	5-18	2,884	5,768	37,482	67,500	.....	62,576	4,000	205	205
Jersey City, N. J.	George R. Sears	105,050	120,000	5-18	2,802	5,825	37,206	0	354	17,604	7,378	210	205	
Newark, N. J.	Henry B. Pierce	15,058	15,000	5-18	.....	.....	65,496	203	.....	4,200	210	200	200
New York, N. Y.	William J. Rogers	1,000,000	1,000,000	5-18	.....	.....	18,103	42	28	2,561	1,400	200	200
Philadelphia, Pa.	William S. Lador	226,513	260,000	5-18	800	1,650	18,103	500	256	2,000	2,000	200	195	
Trenton, N. J.	.....	22,513	26,000	5-18	.....	.....	18,103	.....	.....	2,000	2,000	200	195

129	Anbarna, N. Y.	17,400	18,000	5-21	322	1,420	5,162	30	177	2,616	1,100	200	188
130	Binghamton, N. Y.	12,662	16,800	5-21	408	1,204	4,549	373	161	2,187	1,607	210	207
131	Buffalo, N. Y.	117,714	143,594	5-21			40,000	2,000		20,240	10,000	200	203
132	Cohoes, N. Y.	15,357	22,000	5-21	72,164	61,404	9,207	1,000	925	8,550	376	204	204
133	Malta, N. Y.	15,863	22,000	5-21	246	1,082	5,752	199	128	4,224	1,100	108	105
134	Malta, N. Y.	10,658	10,000	5-21	179	788	2,501	63	123	1,729	46	102	102
135	Utica, N. Y.	17,500	18,000	5-21			4,185	187	408	3,014	207	206	206
136	Long Island City, N. Y.	12,208	18,000	5-21			5,170	470	80	3,100	210	210	210
137	New York, N. Y.	17,014	17,500	5-21	500	970	5,885	110	118	3,597	472	118	139
138	Oswego, N. Y.	1,041,888	1,200,000	4-21			4,053			164,078	60,000	203	203
139	Orangetown, N. Y.	20,078	21,000	5-21			8,831			1,848	1,080	200	187
140	Poughkeepsie, N. Y.	20,960	25,000	5-21			3,162			1,431	1,485	186	186
141	Rochester, N. Y.	62,386	15,000	5-21	4,024	6,424	29,146	1,201	528	3,989	450	202	202
142	Rome, N. Y.	17,000	15,000	5-21			3,205	198	165	2,103	450	210	190
143	Saratoga Springs, N. Y.	17,510	15,000	5-21			2,711	188	139	2,183	1,680	206	202
144	Schenectady, N. Y.	11,024	15,000	5-21	1,000	1,000	4,430	804	283	9,265	1,760	200	187
145	Syracuse, N. Y.	43,021	50,000	5-21	345	1,000	17,684	804	283	9,265	1,760	200	187
146	Watkins, N. Y.	32,470	35,000	5-21	1,154	2,000	61,200	700	910	9,075	2,700	200	186
147	Watertown, N. Y.	12,723	15,000	5-21	610	620	3,120	0		3,273	1,100	200	191
148	Watertown, N. Y.	12,723	15,000	5-21			3,422			3,273	1,100	200	191
149	Watertown, N. Y.	12,723	15,000	5-21			3,422			3,273	1,100	200	191
150	Watertown, N. Y.	12,723	15,000	5-21			3,422			3,273	1,100	200	191
151	Watertown, N. Y.	12,723	15,000	5-21			3,422			3,273	1,100	200	191
152	Watertown, N. Y.	12,723	15,000	5-21			3,422			3,273	1,100	200	191
153	Watertown, N. Y.	12,723	15,000	5-21			3,422			3,273	1,100	200	191
154	Watertown, N. Y.	12,723	15,000	5-21			3,422			3,273	1,100	200	191
155	Watertown, N. Y.	12,723	15,000	5-21			3,422			3,273	1,100	200	191
156	Watertown, N. Y.	12,723	15,000	5-21			3,422			3,273	1,100	200	191

129 From Rep. of the Commissioner of Education for 1876.
 130 Number between 5 and 10.
 131 This report has been kindly supplied by the present superintendent, J. C. Jones.
 132 West division.
 133 City takes none under 6.
 134 Estimated.
 135 Under 8 years of age.
 136 Over 14 years of age.
 137 Includes 104 non-resident pupils.
 138 The statistics are for the Kingston school district only.
 139 Census of 1876.

TABLE II.—School statistics of cities containing 7,500 inhabitants and over, for 1877, &c.—Continued.

City.	Superintendent.	Total population (census of 1870).	Estimated present population.	School population.				Number enrolled in public schools.				Estimated enrolment in private and parochial schools.	Number of school days in the year.	Number of days the schools were taught.
				Legal school age.	Number under 6 years of age.	Number over 16 years of age.	Total number of legal school age.	Number under 6 years of age.	Number over 16 years of age.	Whole number enrolled, exclusive of duplicate enrolments.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
157 Erie, Pa.*	H. S. Jones	10,846	27,000	6-21	0	2,057	8,402		170	4,037	1,300	200	192	
158 Harrisburg, Pa.	D. S. Burns	23,104	28,000	6-21	0			0	186	5,242	1,550	220	216	
159 Lancaster, Pa.	B. F. Shantz	20,233	23,000	6-21	0					2,813	810	220	205	
160 New Castle, Pa.	Martin Gantz	6,164	9,000	6-21		500	2,250		341	1,541	500	176	165	
161 Norristown, Pa.	Joseph K. Gottwals	10,753	14,500	6-21					160	2,087	600	220	201	
162 Philadelphia, Pa.	Henry W. Halliwell, secretary.	674,022	800,000	6						101,024		200	200	
163 Pittsburg, Pa.*	George J. Luckey	85,076	130,000	6-21	0				125	21,488	11,000	200	200	
164 Pottsville, Pa.*	B. F. Patterson	12,384	40,130	6-21	0	1,525	4,525		500	6,252		210	195	
165 Reading, Pa.*	Thomas Severn	33,090	40,130	6-21	0					3,816	850	200	200	
166 Scranton, Pa., 4th dist.*	Jos. Roney	17,500	18,000	6-21	0					1,808		200	201	
167 Shenandoah, Pa.	G. W. Barbach		8,000	6-21		1,100	3,300		50	1,808		196	161	
168 Titusville, Pa.	H. C. Geyer	8,700	10,000	6-21		680	2,800		165	1,665	300	196	196	
169 Wilkes-Barre, Pa., 3d dist.	J. C. Geyer	910,174	10,000	6-21					25	1,705	300	300	189	
170 Williamsport, Pa.	S. Transcan	16,039	22,000	6-21		650	3,960		173	3,623	200	168	162, 5	
171 York, Pa.	W. H. Shelley	11,063	14,000	6-21		50			74	2,324	400	168	168	
172 Newport, R. I.	Thomas H. Clarke	12,821	14,000	5-15	108		2,807		164	62,586	1,010	200	195	
173 Providence, R. I.	Daniel Leach	68,904	610,075	5-16						613,000		200	190	
174 Warwick, R. I.	J. F. Brown	10,453	11,414	5-16						2,078		200	190	
175 Woonsocket, R. I.	Charles J. White	13,576	14,000	5-16						1,806	644	200	193	
176 Chattanooga, Tenn.	H. D. Wyatt	6,093	12,000	6-18		6425	2,421		640	1,709	225	180	165	
177 Knoxville, Tenn.	H. T. Morton	8,682	16,000	6-18			1,940			1,415	300	200	192	
178 Memphis, Tenn.	J. T. Leath	40,226	50,000	6-20			0,091			3,097	2,000	177	170	
179 Nashville, Tenn.	S. Y. Caldwell	25,865	27,085	6-18	0	2,365	9,535		260	4,032	500	203	191	
180 Houston, Tex.	H. H. Smith	10,000	27,000	8-14			2,800			1,588	350	175	167	
181 Burlington, Vt.*	C. J. Alger	14,387	15,000	5-20			3,207			1,250		180	178	
182 Rutland, Vt.	E. L. Temple, treasurer	6,000		5-20	502					825	350	190	194	
183 Alexandria, Va.	Richard L. Carno.	12,070	12,500	5-21	370	1,160	2,006		34	1,153	850	200	195	
184 Baltimore, Md.	R. P. M.	10,000	23,000	5-21	705	1,050	4,003		34	1,388	660	193	184	
185 Norfolk, Va.	R. L. Page	10,402	23,000	5-21	548	1,050	2,800		0	1,344	740	207	203	
186 Portsmouth, Va.*	J. F. Crocker	10,402	10,500	5-31						820		210	204	

[illegible]

h Union or mixed schools.
i Includes special teachers.
j These are for district schools.

e In grammar and primary schools.
d For an ungraded school.
e Estimated.
f These are for primary, intermediate, and rural schools.
g An evening drawing school is held in high school building.

* From Report of the Commissioner of Education for 1876.
 † These are for "mixed schools."
 ‡ The report here given is for the city of Denver, exclusive of East Denver; which latter division comprises about one-eighth of the city.

184	Lynchburg, Va.	7	7	117	4,379	920	274	1,400	4	9	77	2	54	4	7
185	Norfolk, Va.	7	7	117	4,379	920	274	1,400	4	9	77	2	54	4	7
186	Portsmouth, Va.	11	2	0	4,500	500	500	5,000	7	10	77	7	0	3	7
187	Richmond, Va.	15	188	117	4,379	920	274	1,400	4	9	77	2	54	4	7
188	Wheeling, W. Va.	8	2	1	1,488	660	336	3,044	28	1	25	1	12	1	3
189	Fond du Lac, Wis.	14	2	1	1,048	660	336	3,044	28	1	25	1	12	1	3
190	Janesville, Wis.	3	3	100	1,350	300	130	0	0	25	6	1	6	1	3
191	La Crosse, Wis.	8	8	14	1,230	350	129	1,743	500	2,350	22	4	8	4	1
192	Madison, Wis.	9	9	5	1,280	350	129	1,743	500	2,350	22	4	8	4	1
193	Racine, Wis.	7	7	6	13	1,280	350	129	1,743	500	2,350	22	4	8	4
194	Georgetown, D. C.	0	47	118	165	3,082	46	20	0	11,168	133	12	53	0	1
195	Washington, D. C.	0	47	118	165	3,082	46	20	0	11,168	133	12	53	0	1

b Grammar and high schools in the same building.
c These statistics are for white schools only.

* From Report of the Commissioner of Education for 1876.
e Grammar and primary.

23	Fort Wayne, Ind.	1	3	8	76	326	110	2,458	1,707	3,062	694	189	154	8	8	872	576	2,553	8,101
24	Indianapolis, Ind.	1	3	17	208	21	4	8,426	1,707	3,062	694	189	154	33	33			12,965	8,101
25	Jeffersonville, Ind.			8	43	26	14	64										2,705	1,900
26	Lafayette, Ind.			5	26	35												1,824	1,191
27	Logansport, Ind.			8	43	26												1,721	1,374
28	Madison, Ind.			5	26	35												2,094	1,877
29	Richmond, Ind.			4	41	34												1,601	1,089
30	South Bend, Ind.			4	41	34												3,945	2,724
31	Terre Haute, Ind.			4	41	34												3,356	2,003
32	Burlington, Iowa			16	57	33												1,545	8,289
33	Council Bluffs, Iowa			6	23	43												2,211	1,399
34	Davenport, Iowa			2	4	0												2,807	2,500
35	Des Moines, west side, Ia			230	374													2,500	100
36	Dubuque, Iowa*			9	60	60												2,807	2,500
37	Keokuk, Iowa			9	43	18												1,210	1,330
38	Atchison, Kans			5	18	5												1,449	1,210
39	Lawrence, Kans			8	20	20												2,048	2,420
40	Leavenworth, Kans*			3	37	49												3,500	2,420
41	Covington, Ky			8	57	50												884	884
42	Lexington, Ky*			8	57	50												1,252	11,553
43	Louisville, Ky*			31	6957													17,553	11,951
44	Newport, Ky			3	37	34												87	874
45	Paducah, Ky			3	31	34												1,989	1,989
46	New Orleans, La			(430)														790	16,305
47	Sanger, Mo.			13	25	35												23,136	2,336
48	Biddeford, Me			35	365														
49	Lewiston, Me			12	102														
50	Portland, Me			(764)															
51	Baltimore, Md.			6	47														
52	Boston, Mass			52	100														
53	Cambridge, Mass			1	21	24													
54	Chattanooga, Mass			34	182														
55	Fall River, Mass*			6	9	118													
56	Fitchburg, Mass*			10	57	57													
57	Haverhill, Mass*			4	9	60													
58	Holyoke, Mass*			13	48	474													
59	Lowell, Mass			7	16	41													
60	Lynn, Mass			1	56	14													
61	Marlboro', Mass			66	102														
62	Marlboro', Mass			(36)															
63	Marlboro', Mass			70															
64	Marlboro', Mass			70															
65	Marlboro', Mass			70															
66	Marlboro', Mass			70															
67	Marlboro', Mass			70															
68	Marlboro', Mass			70															
69	Marlboro', Mass			70															
70	Marlboro', Mass			70															
71	Marlboro', Mass			70															

From Report of the Commissioner of Education for 1876.
 Teachers in mixed schools.
 The report here gives for the city of Denver, exclusive of East Denver; which latter division comprises about one-eighth of the city.
 In day schools.
 Normal school taught by superintendent, evening school by principal of boys' school.
 50 evening school teachers for three months of the year.
 In one ungraded school.
 Average.
 In grammar and primary schools.
 Includes special teachers of penmanship, drawing, and German.
 There are also 4 special teachers of German.
 These statistics are for white schools only.
 1,013 enrolled in colored schools, with an average daily attendance of 708.
 There are also 31 special teachers of music and German.
 Includes normal practice, and a music teacher, and 9 in the intermediate grade.
 Includes teachers in special schools.
 In union or mixed schools.
 Includes teachers of music and drawing.
 Evening schools not included.
 Also 3 special teachers.

	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145
SARASOTA, N. J.	17	287	6	53	121	1,643	1,456	531	413	146	134	135	88	1,479	850	2,219	2,296																									
Jersey City, N. J.	17	287	6	53	121	1,643	1,456	531	413	146	134	135	88	1,479	850	2,219	2,296																									
Newark, N. J.	17	287	6	53	121	1,643	1,456	531	413	146	134	135	88	1,479	850	2,219	2,296																									
New Brunswick, N. J.	3	41	3	41	170	1,770	1,740	698	2,864	454	342	135	88	1,479	850	2,219	2,296																									
Orange, N. J.	9	91	9	91	1,045	1,045	686	437	296	171	93	110	90	1,273	507	1,561	1,733																									
Peterboro, N. J.	8	64	8	64	6,338	3,083	1,494	616	296	171	93	110	90	1,273	507	1,561	1,733																									
Trenton, N. J.	2	50	2	50	2,021	1,883	273	200	187	107	97	110	90	1,273	507	1,561	1,733																									
Ansburn, N. J.	6	48	6	48	1,603	1,190	703	593	217	107	97	110	90	1,273	507	1,561	1,733																									
Binghamton, N. Y.	30	300	30	300	1,971	1,388	786	837	430	388	888	888	888	430	388	888	888																									
Buffalo, N. Y.	2	55	2	55	3,055	1,300	300	213	175	125	125	125	125	450	800	2,040	13,320																									
Cohoes, N. Y.	7	72	7	72	1,840	1,168	2,333	1,640	151	125	125	125	125	173	90	4,496	3,057																									
Elmira, N. Y.	1	30	1	30	793	542	738	562	175	111	111	111	111	173	90	4,496	3,057																									
Ithaca, N. Y.	5	4	5	4	1,701	1,074	863	567	450	225	225	225	225	173	90	4,496	3,057																									
Kingston, N. Y.	27	88	27	88	1,701	1,074	863	567	450	225	225	225	225	173	90	4,496	3,057																									
Lockport, N. Y.	4	35	4	35	1,701	1,074	863	567	450	225	225	225	225	173	90	4,496	3,057																									
Long Island City, N. Y.	428	823	428	823	1,701	1,074	863	567	450	225	225	225	225	173	90	4,496	3,057																									
Newburgh, N. Y.	2	25	2	25	1,701	1,074	863	567	450	225	225	225	225	173	90	4,496	3,057																									
New York, N. Y.	2	25	2	25	1,701	1,074	863	567	450	225	225	225	225	173	90	4,496	3,057																									
Ogdensburg, N. Y.	2	25	2	25	1,701	1,074	863	567	450	225	225	225	225	173	90	4,496	3,057																									
Oswego, N. Y.	2	25	2	25	1,701	1,074	863	567	450	225	225	225	225	173	90	4,496	3,057																									
Poughkeepsie, N. Y.	24	204	24	204	1,701	1,074	863	567	450	225	225	225	225	173	90	4,496	3,057																									
Rochester, N. Y.	1	28	1	28	1,701	1,074	863	567	450	225	225	225	225	173	90	4,496	3,057																									
Rome, N. Y.	1	28	1	28	1,701	1,074	863	567	450	225	225	225	225	173	90	4,496	3,057																									
Saratoga Springs, N. Y.	1	28	1	28	1,701	1,074	863	567	450	225	225	225	225	173	90	4,496	3,057																									
Schenectady, N. Y.	1	28	1	28	1,701	1,074	863	567	450	225	225	225	225	173	90	4,496	3,057																									
Syracuse, N. Y.	1	28	1	28	1,701	1,074	863	567	450	225	225	225	225	173	90	4,496	3,057																									
Troy, N. Y.	1	28	1	28	1,701	1,074	863	567	450	225	225	225	225	173	90	4,496	3,057																									
Utica, N. Y.	1	28	1	28	1,701	1,074	863	567	450	225	225	225	225	173	90	4,496	3,057																									
Watertown, N. Y.	1	28	1	28	1,701	1,074	863	567	450	225	225	225	225	173	90	4,496	3,057																									
Yonkers, N. Y.	1	28	1	28	1,701	1,074	863	567	450	225	225	225	225	173	90	4,496	3,057																									
Akron, Ohio	1	28	1	28	1,701	1,074	863	567	450	225	225	225	225	173	90	4,496	3,057																									
Canton, Ohio	1	28	1	28	1,701	1,074	863	567	450	225	225	225	225	173	90	4,496	3,057																									
Chillicothe, Ohio	1	28	1	28	1,701	1,074	863	567	450	225	225	225	225	173	90	4,496	3,057																									
Cincinnati, Ohio	1	28	1	28	1,701	1,074	863	567	450	225	225	225	225	173	90	4,496	3,057																									
Cleveland, Ohio	1	28	1	28	1,701	1,074	863	567	450	225	225	225	225	173	90	4,496	3,057																									
Columbus, Ohio	1	28	1	28	1,701	1,074	863	567	450	225	225	225	225	173	90	4,496	3,057																									
Dayton, Ohio	1	28	1	28	1,701	1,074	863	567	450	225	225	225	225	173	90	4,496	3,057																									
Hamilton, Ohio	1	28	1	28	1,701	1,074	863	567	450	225	225	225	225	173	90	4,496	3,057																									
Manfield, Ohio	1	28	1	28	1,701	1,074	863	567	450	225	225	225	225	173	90	4,496	3,057																									
Newark, Ohio	1	28	1	28	1,701	1,074	863	567	450	225	225	225	225	173	90	4,496	3,057																									
Portsmouth, Ohio	1	28	1	28	1,701	1,074	863	567	450	225	225	225	225	173	90	4,496	3,057																									
Sandusky, Ohio	1	28	1	28	1,701	1,074	863	567	450	225	225	225	225	173	90	4,496	3,057																									
Springfield, Ohio	1	28	1	28	1,701	1,074	863	567	450	225	225	225	225	173	90	4,496	3,057																									

From Report of the Commissioner of Education for 1876.
 a These are for district schools.
 b In grammar and primary schools.
 c In rural or ungraded schools.
 d Includes a number of non-residents.
 e West division.
 f The enrollment and attendance are for December 31, 1876.
 g Teach in day school also.
 h These statistics are for the Kingston school district only.
 i Average number including special teachers.
 j Average number.
 k Includes special teachers.

TABLE II.—School statistics of cities containing 7,500 inhabitants and over, for 1877, &c.—Continued.

City.	Number of teachers in—						Number of scholars in—															
	City normal schools.		Evening schools.		All public schools.		Private and parochial schools.		All schools, public and private.		Primary schools.		Grammar schools.		High schools.		City normal schools.		Evening schools.		All public schools.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.
1	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56		
Stonewille, Ohio.....					68	627			1,327	946	819	677	130	128						2,285	1,751	
Toledo, Ohio.....					(6129)	58			6,071	3,284	1,342	980	223	187						7,036	4,451	
Zanesville, Ohio*					6	58			62,783	61,908	566	445	163	127						2,946	2,118	
Portland, Ore.....					5	29	27		1,316	969	566	445	144	113						2,026	1,527	
Allegheny, Pa.....					16	182			8,012	6,702	1,426	1,129	234	103						9,072	8,024	
Allentown, Pa.....					11	41			1,701	1,522	534	454	57	48						3,383	2,381	
Altoona, Pa.....					6	35	8	43	1,701	1,522	534	454	57	48						3,383	2,381	
Carbondale, Pa.....					(20)				1,701	1,522	534	454	57	48						3,383	2,381	
Chester, Pa.....					2				1,533	1,297	105	173	83	79						2,882	2,024	
Danville, Pa.....					3	38			1,533	1,297	105	173	83	79						2,882	2,024	
Easton, Pa.....					6	20			1,533	1,297	105	173	83	79						2,882	2,024	
Erie, Pa.....					18	30			2,570	1,483	1,224	850	210	128						2,316	1,725	
Harrisburg, Pa.....					3	67			2,570	1,483	1,224	850	210	128						2,316	1,725	
Lancaster, Pa.....					28	68			4,385	2,533	608	584	180	150						2,316	1,725	
New Castle, Pa.....					2	56	24	100	4,385	2,533	608	584	180	150						2,316	1,725	
Norristown, Pa.....					1	25			1,447	840	535	460	122	68						2,104	1,040	
Philadelphia, Pa.....					(39)				1,447	840	535	460	122	68						2,104	1,040	
Pittsburgh, Pa.....					77	902			1,381	1,273	741	620	77	74						21,488	14,501	
Pottsville, Pa.....					53	382			1,381	1,273	741	620	77	74						21,488	14,501	
Reading, Pa.....					6	40			1,381	1,273	741	620	77	74						21,488	14,501	
Scranton, Pa., 4th dist*					3	130			3,252	1,771	277	277	56	39						6,202	4,090	
Shenandoah, Pa.....					5	56			3,252	1,771	277	277	56	39						6,202	4,090	
Titusville, Pa.....					2	19	6	36	1,106	755	409	200	95	78						3,816	2,076	
Williamsport, Pa.....					1	25			1,106	755	409	200	95	78						3,816	2,076	
Wilkes-Barre, Pa., 2d dist					6	25			1,106	755	409	200	95	78						3,816	2,076	
York, Pa.					(64)				1,106	755	409	200	95	78						3,816	2,076	
York, Pa.					10	34			1,215	830	470	344	146	63						3,424	2,104	
Newport, R. I.					9	64	12		1,215	830	470	344	146	63						3,424	2,104	
Newark, N. J.					14	59			1,215	830	470	344	146	63						3,424	2,104	
New York, N. Y.					13	315			1,215	830	470	344	146	63						3,424	2,104	

[illegible]

d These statistics are for white schools only.

b In grammar and primary schools.

^b From Report of the Commissioner of Education for 1876.

From Report of the Committee

From Report of the Committee

[illegible]

* From Report of the Commissioner of Education for 1879.
 † These are maximum salaries.
 ‡ West division.
 § Estimated.
 ¶ The city superintendent is principal of all public schools.
 † The city superintendent is principal of all public schools.
 ‡ Vice principals.
 § The city superintendent is also principal of the high school.
 ¶ The superintendent is also principal of the high school.
 † Grammar and primary schools are in one building, under charge of one principal.
 ‡ The salaries are for the Kingston school district only.
 § These are for ungraded and German schools.
 ¶ Maximum salary of principals in colored grammar schools, \$450.
 † Also excludes all principals not occupying recitation rooms.
 ‡ Male assistants; maximum salary of female assistants, \$1,400.
 § There is also an unclassified school in which but one teacher is employed, with an annual salary of \$800.
 ¶ One special German teacher.

* The superintendent is also principal of the high school.
 † Granner and primary schools are in one building, under charge of one principal.
 ‡ The statistics are for the Kingston school district only.
 § These are for ungraded and German schools.
 ¶ Maximum salary of principals in colored grammar schools, \$450.

! Also excludes all principals not occupying recitation rooms.
% Male assistants; maximum salary of female assistants, \$1,400.
% There is also an unclassified school in which but one teacher is employed, with an annual salary of \$900.
o One special German teacher.

TABLE II.—School statistics of cities containing 7,500 inhabitants and over, for 1877, &c.—Continued.

City.	Average annual salaries of—										Estimated real value of property used for school purposes.					
	Principals in high schools.		Assistants in high schools.		Principals in normal schools.		Teachers in evening schools.		Special teachers.		Grounds or sites.	Buildings.	Furniture.	Apparatus.	Total.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Music.	Drawing.						Pennmanship.
1	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90
Little Rock, Ark.	\$1,000		\$700	\$1,650			\$650	\$650	\$1,800	\$2,100		\$1,550,000	\$335,000	\$105,000	\$24,000	\$50,715
San Francisco, Cal.	4,000		2,500								\$800	30,000	100,000	20,000	2,000	2,574,000
San Jose, Cal.	1,500		1,325							600	1,200	(140,000)	100,000	20,000	2,000	152,000
Stockton, Cal.	2,000		1,700	900			1,000	750	1,200		\$950	(143,540)	100,000	42,000	1,000	614,700
Denver, Colo.	1,800		950	950								(135,000)	714,339	25,403	8,000	180,540
Bridgeport, Conn.		\$488				\$750						984,687	714,339	25,403	30,750	1,753,538
Hartford, Conn.	2,000									(1,200)		(90,000)	8,000	8,000	8,000	90,500
New Britain, Conn.	3,000		1,550	805			174		2,500	2,500		(520,722)	70,000	4,000	500	632,722
New Haven, Conn.	\$1,500	\$1,200	\$600	\$600					\$300			13,000	80,000	6,000	500	87,500
New London, Conn.	1,200	1,000	550	550								23,000	80,000	2,000	2,000	111,000
Norwalk, Conn.	1,200	1,000	1,500	700								(246,304)	65,000	18,445	1,000	203,339
Atlanta, Ga.	1,800											18,000	65,000	12,000	1,000	96,000
Augusta, Ga.	1,250															
Columbus, Ga.	540								90		900	2,500	18,000	2,500	2,500	28,500
Macon, Ga.	840											4,000	18,000	2,500	500	24,500
Savannah, Ga.	\$2,250		\$1,200	\$750			280	280				30,000	50,000	15,000	500	95,500
Alton, Ill.												70,000	5,000	5,000	75,000	
Belle Isle, Ill.	1,350										\$850	80,000	70,000	4,000	600	104,000
Bloomington, Ill.									1,500	1,500	\$1,200	36,825	170,543	21,933	1,170	230,471
Chicago, Ill.	1,908		1,310	750			\$65	\$15				1,013,331	1,201,400	127,075	92,250	2,430,056
Decatur, Ill.	1,200		700	600								12,000	75,000	8,000	600	95,000
Freeport, Ill.	1,000														800	57,300
Greenville, Ill.	\$75											(657,000)	100,000	12,505	250	112,815
Joliet, Ill.	1,200											18,000	131,000	9,500	500	130,000
Jacksonville, Ill.												15,000	40,000	10,000	\$950	65,000
Galesburg, Ill.												35,000	124,200	10,000	\$950	65,000
Peoria, Ill.	500											35,000	124,200	10,000	\$950	65,000
Quincy, Ill.	1,000		\$75	417								35,000	124,200	10,000	\$950	65,000
Rockford, Ill.	1,000		\$600	750								35,000	124,200	10,000	\$950	65,000
Rock Island, Ill.	\$1,000		\$600	750								35,000	124,200	10,000	\$950	65,000

STATISTICAL TABLES.

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21	Birmingham, Ala.	1,000	1,125	720	650	650	650	1,200	1,200	1,800	37,650	145,000	18,100	4,400	150,000
22	Bozeman, Mont.	1,000	1,250	640	640	640	640	1,200	1,200	1,800	317,198	611,747	50,350	4,081	224,050
23	Bozeman, Mont.	2,000	1,100	1,000	1,000	1,000	1,000	1,000	1,000	1,000	7,000	48,000	4,000	4,000	852,386
24	Buffalo, N. Y.	1,200	1,000	700	700	700	700	1,000	1,000	1,000	40,000	120,000	18,000	15,000	60,000
25	Buffalo, N. Y.	1,200	1,000	700	700	700	700	1,000	1,000	1,000	44,000	130,000	5,500	5,500	153,000
26	Buffalo, N. Y.	1,200	1,000	700	700	700	700	1,000	1,000	1,000	12,500	47,500	10,000	1,000	160,000
27	Buffalo, N. Y.	1,200	1,000	700	700	700	700	1,000	1,000	1,000	20,000	50,000	10,000	1,000	60,000
28	Buffalo, N. Y.	1,200	1,000	700	700	700	700	1,000	1,000	1,000	(6213, 971)				81,000
29	Buffalo, N. Y.	1,200	1,000	700	700	700	700	1,000	1,000	1,000	20,000	60,000	5,000	600	215,471
30	Buffalo, N. Y.	1,200	1,000	700	700	700	700	1,000	1,000	1,000	57,000	180,000	25,000	1,100	250,000
31	Buffalo, N. Y.	1,200	1,000	700	700	700	700	1,000	1,000	1,000	81,200	188,000	5,800	1,400	85,600
32	Buffalo, N. Y.	1,200	1,000	700	700	700	700	1,000	1,000	1,000	1,500	60,000	2,500	100	273,100
33	Buffalo, N. Y.	1,200	1,000	700	700	700	700	1,000	1,000	1,000	35,000	150,000	10,000	1,000	225,400
34	Buffalo, N. Y.	1,200	1,000	700	700	700	700	1,000	1,000	1,000	204,500	60,000	3,500	1,000	125,000
35	Buffalo, N. Y.	1,200	1,000	700	700	700	700	1,000	1,000	1,000	90,000	20,000	2,000	1,000	64,100
36	Buffalo, N. Y.	1,200	1,000	700	700	700	700	1,000	1,000	1,000	(567, 000)		60,000	2,500	100,000
37	Buffalo, N. Y.	1,200	1,000	700	700	700	700	1,000	1,000	1,000					203,512
38	Buffalo, N. Y.	1,200	1,000	700	700	700	700	1,000	1,000	1,000					196,000
39	Buffalo, N. Y.	1,200	1,000	700	700	700	700	1,000	1,000	1,000					40,000
40	Buffalo, N. Y.	1,200	1,000	700	700	700	700	1,000	1,000	1,000					883,300
41	Buffalo, N. Y.	1,200	1,000	700	700	700	700	1,000	1,000	1,000					153,500
42	Buffalo, N. Y.	1,200	1,000	700	700	700	700	1,000	1,000	1,000					23,000
43	Buffalo, N. Y.	1,200	1,000	700	700	700	700	1,000	1,000	1,000					628,500
44	Buffalo, N. Y.	1,200	1,000	700	700	700	700	1,000	1,000	1,000					75,000
45	Buffalo, N. Y.	1,200	1,000	700	700	700	700	1,000	1,000	1,000					40,000
46	Buffalo, N. Y.	1,200	1,000	700	700	700	700	1,000	1,000	1,000					168,700
47	Buffalo, N. Y.	1,200	1,000	700	700	700	700	1,000	1,000	1,000					876,500
48	Buffalo, N. Y.	1,200	1,000	700	700	700	700	1,000	1,000	1,000					
49	Buffalo, N. Y.	1,200	1,000	700	700	700	700	1,000	1,000	1,000					
50	Buffalo, N. Y.	1,200	1,000	700	700	700	700	1,000	1,000	1,000					
51	Buffalo, N. Y.	1,200	1,000	700	700	700	700	1,000	1,000	1,000					
52	Buffalo, N. Y.	1,200	1,000	700	700	700	700	1,000	1,000	1,000					
53	Buffalo, N. Y.	1,200	1,000	700	700	700	700	1,000	1,000	1,000					
54	Buffalo, N. Y.	1,200	1,000	700	700	700	700	1,000	1,000	1,000					
55	Buffalo, N. Y.	1,200	1,000	700	700	700	700	1,000	1,000	1,000					
56	Buffalo, N. Y.	1,200	1,000	700	700	700	700	1,000	1,000	1,000					
57	Buffalo, N. Y.	1,200	1,000	700	700	700	700	1,000	1,000	1,000					
58	Buffalo, N. Y.	1,200	1,000	700	700	700	700	1,000	1,000	1,000					
59	Buffalo, N. Y.	1,200	1,000	700	700	700	700	1,000	1,000	1,000					
60	Buffalo, N. Y.	1,200	1,000	700	700	700	700	1,000	1,000	1,000					
61	Buffalo, N. Y.	1,200	1,000	700	700	700	700	1,000	1,000	1,000					
62	Buffalo, N. Y.	1,200	1,000	700	700	700	700	1,000	1,000	1,000					
63	Buffalo, N. Y.	1,200	1,000	700	700	700	700	1,000	1,000	1,000					
64	Buffalo, N. Y.	1,200	1,000	700	700	700	700	1,000	1,000	1,000					
65	Buffalo, N. Y.	1,200	1,000	700	700	700	700	1,000	1,000	1,000					
66	Buffalo, N. Y.	1,200	1,000	700	700	700	700	1,000	1,000	1,000					
67	Buffalo, N. Y.	1,200	1,000	700	700	700	700	1,000	1,000	1,000					
68	Buffalo, N. Y.	1,200	1,000	700	700	700	700	1,000	1,000	1,000					
69	Buffalo, N. Y.	1,200	1,000	700	700	700	700	1,000	1,000	1,000					
70	Buffalo, N. Y.	1,200	1,000	700	700	700	700	1,000	1,000	1,000					
71	Buffalo, N. Y.	1,200	1,000	700	700	700	700	1,000	1,000	1,000					
72	Buffalo, N. Y.	1,200	1,000	700	700	700	700	1,000	1,000	1,000					
73	Buffalo, N. Y.	1,200	1,000	700	700	700	700	1,000	1,000	1,000					

* from Report of the Commissioner of Education for 1876.
 † Salary per month.
 ‡ Includes \$2,000, value of library.
 § Includes furniture.
 ¶ The report here given is for the city of Denver, exclusive of East Denver; which latter division comprises about one-eighth of the city.
 † Salary of teacher of practice class.
 ‡ in the high school.
 § These are the maximum salaries.
 ¶ Apparatus and books.
 † Also a teacher of reading with an annual salary of \$1,200.

105	Newark, N. J.*	2,300	1,500	1,100	1,500	1,500	354,000	584,000	75,500	1,015,000
106	New Brunswick, N. J.	2,400	1,400	575	750	1,500	28,000	117,000	4,800	150,000
107	Orange, N. J.	1,425	1,200	500	750	1,500	66,700	188,500	12,000	247,500
108	Parsippany, N. J.	1,200	1,000	575	800	1,500	84,443	94,000	10,000	188,743
109	Trenton, N. J.	2,100	1,000	600	650	1,500	18,500	95,000	10,500	127,200
110	Union, N. J.	2,500	1,400	650	700	1,500	55,088	100,000	5,875	223,713
111	Elizabeth, N. J.*	2,500	1,375	650	1,100	1,450	300,000	500,000	60,000	870,000
112	Camden, N. J.	2,600	640	500	1,750	1,500	35,000	45,000	7,500	88,500
113	Calder, N. J.	2,600	640	500	500	1,500	64,700	210,200	7,000	285,500
114	Elmhurst, N. J.	1,000	1,400	550	500	1,500	11,000	85,000	7,000	93,500
115	Itasca, N. J.	1,350	1,400	750	300	1,500	11,000	85,000	7,000	146,500
116	Kingston, N. J.	1,800	1,300	583	400	850	25,000	70,000	5,000	102,000
117	Lockport, N. J.	1,800	1,300	583	400	850	25,000	70,000	5,000	102,000
118	Long Island City, N. Y.	1,800	1,250	650	500	800	30,000	150,000	10,000	191,000
119	New York, N. Y.	1,800	1,250	650	500	800	8,174,700	15,000,000	10,000	9,694,000
120	New York, N. Y.	1,800	1,250	650	500	800	17,000	127,000	5,450	175,097
121	Quebec, N. Y.	1,200	1,000	508	700	1,500	22,000	84,000	4,500	118,015
122	Quebec, N. Y.	1,800	1,225	700	700	1,500	105,000	384,000	45,200	530,000
123	Rochester, N. Y.	1,800	1,000	700	700	1,500	20,000	30,500	4,000	61,000
124	Rome, N. Y.	1,800	1,000	700	700	1,500	20,000	30,500	4,000	61,000
125	Saratoga Springs, N. Y.	2,000	1,200	670	61,000	1,500	85,000	20,000	5,000	110,000
126	Schenectady, N. Y.*	2,225	1,625	720	700	1,500	156,000	402,000	50,000	726,000
127	Schenectady, N. Y.	2,225	1,625	720	700	1,500	156,000	402,000	50,000	726,000
128	Syracuse, N. Y.	2,225	1,625	720	700	1,500	156,000	402,000	50,000	726,000
129	Troy, N. Y.	2,025	1,400	600	1,400	1,200	85,000	75,000	37,323	130,000
130	Utica, N. Y.	2,025	1,825	775	1,200	1,200	84,350	314,023	37,323	486,394
131	Watertown, N. Y.*	1,700	825	716	1,200	600	14,500	64,800	9,005	80,145
132	Yonkers, N. Y.	1,200	1,000	625	600	200	45,000	60,000	4,500	109,000
133	Akron, Ohio	61,000	1,000	625	600	600	30,000	63,000	4,500	109,000
134	Chillicothe, Ohio	2,000	1,500	600	600	600	762,978	1,025,200	50,000	1,833,178
135	Cincinnati, Ohio	2,000	1,500	600	600	600	611,473	850,231	51,728	1,493,432
136	Cleveland, Ohio	2,000	1,500	600	600	600	180,800	380,184	30,250	591,234
137	Columbus, Ohio	2,000	1,500	600	600	600	114,000	108,000	14,000	236,000
138	Dayton, Ohio	2,000	1,500	600	600	600	15,000	108,000	14,000	137,000
139	Hamilton, Ohio	2,000	1,500	600	600	600	15,000	108,000	14,000	137,000
140	Mansfield, Ohio	2,000	1,500	600	600	600	15,000	108,000	14,000	137,000
141	Newark, Ohio	1,000	775	700	480	400	10,000	78,500	6,000	95,000
142	Portsmouth, Ohio	1,000	775	700	480	400	10,000	78,500	6,000	95,000
143	Sandusky, Ohio	1,200	900	800	900	900	20,000	140,000	7,000	167,000
144	Springfield, Ohio	1,200	900	800	900	900	40,000	110,000	8,000	158,000
145	Stevensville, Ohio	1,200	900	800	900	900	40,000	110,000	8,000	158,000
146	Toledo, Ohio	61,000	1,000	600	600	600	150,000	400,000	50,000	600,000
147	Zanesville, Ohio*	1,350	1,000	700	61,250	650	13,000	140,000	10,000	171,000
148	Portland, Ore.	1,800	1,600	1,133	1,200	1,200	35,000	44,000	6,885	85,985

* From Report of the Commissioner of Education for 1876. d Also German and French teachers, at an annual salary of \$1,000 each.
 a Salary of teacher of training school.
 b These are the maximum salaries.
 c For French teacher.
 e For German teacher.
 f Vice principals.
 g Salary of teacher of practice class.
 h Includes furniture.
 i Apparatus and books.
 j Vice principals.
 k The statistics are for the Kingston school district only.
 l Salary per month.

181	Houston, Tex.	2,000	650	600	13,621	2,240	19,711
182	Burlington, Vt.*	1,500	663	.....	10,000	2,000	87,775
183	Atlanta, Va.	1,100	400	.....	43,000	1,000	18,000
184	Lynchburg, Va.	.....	500	.....	.....	50	49,450
185	Norfolk, Va.	.....	.....	.....	.....	.....	88,300
186	Portsmouth, Va.*	1,300	515	.....	45,000	1,000	58,000
187	Richmond, Va.	.....	585	.....	6,000	2,200	10,000
188	Wheeling, W. Va.	1,000	600	.....	104,538	15,180	245,247
189	Fond du Lac, Wis.	1,500	517	.....	109,609	14,571	230,680
190	Janeville, Wis.	1,800	925	.....	98,700	8,000	120,300
191	La Crosse, Wis.	850	555	.....	80,000	(56,000)	175,000
192	Madison, Wis.	.....	555	.....	43,712	8,000	58,637
193	Racine, Wis.	1,200	500	.....	100,000	10,000	121,000
194	Georgetown, D. C.*	2,000	.....	.....	42,300	5,000	74,500
195	Washington, D. C.*	1,300	.....	675	604,450	(60,425)	894,083

* From Report of the Commissioner of Education for 1876.
 a Salary per month.
 b Vice principals.
 c These are the maximum salaries.
 d For German teacher.
 e These statistics are for white schools only.

City	1900	1910	1920	1930	1940	1950	1960	1970	1980	1990	2000	2010	2020
Lafayette, Ind.	14,000,000	11,000,000	8,500,000	6,323,474	6,323,474	21,304	146	14,057	4,596	800	2,854	11,691	9,214
Logansport, Ind.	5,686,035	5,088,071	38,234	2,033	6,745	21,304	146	14,057	4,596	800	2,854	11,691	9,214
Madison, Ind.	4,400,000	3,300,000	2,500,000	1,500,000	1,000,000	500,000	250,000	125,000	62,500	31,250	15,625	7,812	3,906
Richmond, Ind.	13,841,000	10,000,000	7,500,000	5,000,000	3,750,000	2,812,500	2,109,375	1,582,500	1,186,875	890,625	667,969	500,976	375,732
Terre Haute, Ind.	4,000,000	3,000,000	2,250,000	1,687,500	1,265,625	949,219	711,914	533,935	400,451	300,338	225,254	168,940	126,715
Burlington, Iowa	6,472,145	5,282,077	4,387,098	3,652,582	3,043,819	2,536,516	2,029,213	1,623,370	1,218,276	913,707	685,280	516,461	392,345
Council Bluffs, Iowa	16,000,000	12,000,000	9,000,000	6,750,000	5,062,500	3,796,875	2,847,656	2,135,742	1,601,806	1,201,354	901,016	675,762	506,823
Davenport, Iowa	7,033,000	5,516,500	4,262,875	3,297,188	2,472,891	1,854,668	1,391,001	1,043,251	782,438	589,328	441,996	331,497	248,723
Des Moines west side, Ia.	9,000,000	6,000,000	4,500,000	3,375,000	2,531,250	1,898,438	1,423,828	1,067,871	800,903	600,677	450,508	337,881	253,416
Dubuque, Iowa	4,000,000	3,000,000	2,250,000	1,687,500	1,265,625	949,219	711,914	533,935	400,451	300,338	225,254	168,940	126,715
Keokuk, Iowa	4,000,000	3,000,000	2,250,000	1,687,500	1,265,625	949,219	711,914	533,935	400,451	300,338	225,254	168,940	126,715
Atchison, Kans.	4,800,000	3,600,000	2,700,000	2,025,000	1,518,750	1,139,063	854,297	640,723	480,542	360,406	270,305	202,728	152,046
Lawrence, Kans.	4,800,000	3,600,000	2,700,000	2,025,000	1,518,750	1,139,063	854,297	640,723	480,542	360,406	270,305	202,728	152,046
Leavenworth, Kans.	4,800,000	3,600,000	2,700,000	2,025,000	1,518,750	1,139,063	854,297	640,723	480,542	360,406	270,305	202,728	152,046
Covington, Ky.	20,000,000	15,000,000	11,250,000	8,437,500	6,328,125	4,746,094	3,559,570	2,669,678	2,002,259	1,501,694	1,126,271	844,703	633,527
Lexington, Ky.	51,000,000	40,800,000	30,600,000	22,950,000	17,212,500	12,909,375	9,682,031	7,261,523	5,446,142	4,084,607	3,063,455	2,297,591	1,723,193
Louisville, Ky.	71,840,772	54,898,772	41,174,072	30,880,500	23,160,375	17,370,281	13,027,711	9,770,783	7,328,087	5,496,065	4,122,049	3,091,537	2,318,655
Newport, Ky.	6,000,000	4,500,000	3,375,000	2,531,250	1,898,438	1,423,828	1,067,871	800,903	600,677	450,508	337,881	253,416	190,063
Paducah, Ky.	6,000,000	4,500,000	3,375,000	2,531,250	1,898,438	1,423,828	1,067,871	800,903	600,677	450,508	337,881	253,416	190,063
New Orleans, La.	83,973,939	63,973,939	47,973,939	35,973,939	26,973,939	20,230,454	15,172,841	11,379,631	8,534,723	6,401,042	4,800,781	3,600,586	2,700,440
Bangor, Me.	9,000,000	6,750,000	5,062,500	3,796,875	2,847,656	2,135,742	1,601,806	1,201,354	901,016	675,762	506,823	392,345	294,259
Biddeford, Me.	10,000,000	7,500,000	5,62										

^ About \$300 per annum: is used by superintendent

in buying maps, charts, books, &c.

- Includes funds from different sources.

Estimated

• Includes a temporary loan of \$7.848.

Includes repairs.

- Includes repairs.
- For the county.

✓ Including Bibb County.

From State and county.

* From Report of the Commissioner of Education for 1876.

Miscellaneous expenses.

3 The report here given is for the city of Denver, exclu-

TABLE II.—School statistics of cities containing 7,500 inhabitants and over, for 1877, &c.—Continued.

City.	Total taxable property in the city.		Tax for school purposes.		Receipts.						Expenditures.					
	Estimated cash value.	Assessed valuation.	Mills per dollar of cash value.		Balance on hand from last school year.	Amount received from interest on permanent fund.			Amount received from tuition fees.	Amount received from all other sources.	Total receipts.	Permanent.				
			Mills per dollar of cash value.	Mills per dollar of assessed value.		State.	County.	Local.				State.	Local.	Sites and buildings.	Furniture and apparatus.	Libraries.
1	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106
Pittsfield, Mass.*	\$8,177,000	\$8,177,000	2.3	2.3	\$0	\$0			\$365	\$20,000	\$150	\$241	\$20,366	\$16,800	\$1,284	\$300
Salmon, Mass.*	27,216,000	27,216,000	2.1	2.1	0	0	\$0	\$285	1,529	90,581	\$150	\$241	92,789	0	1,183	\$300
Springfield, Mass.	30,692,776	30,692,776	2.93	2.93	0	0	0	0	0	90,000	0	(257)	90,257	0	0	0
Taunton, Mass.	15,870,513	15,870,513	3.15	3.15	0	0	0	0	40,899	40,899	168	0	41,067	10,714	768	500
Weymouth, Mass.*	5,586,440	5,586,440	4.18	4.18	146	403	0	602	31,000	22,500	0	0	24,551	0	0	0
Worcester, Mass.	8,674,522	8,674,522	3	3	70	250	0	0	0	144,579	102	81	31,503	9,000	1,895	1,343
Adrian, Mich.*	1,671,535	1,671,535	4.63	4.63	160	1,504	0	0	25,096	388	388	9,292	36,932	2,872	520	121
Ann Arbor, Mich.	5,298,145	5,298,145	5.2	5.6	1,472	1,113	0	0	625,185	4,507	105	1,710	38,708	0	0	0
Bay City, Mich.	8,800,000	8,800,000	3	3	5,684	1,846	0	0	3,434	20,019	105	2,988	306,883	28,448	477	417
Detroit, Mich.	94,570,905	28,371,272	7.33	7	90,332	2,371	190	0	16,179	196,672	548	3,102	306,883	(28,448)	477	417
East Saginaw, Mich.	8,758,545	2,585,515	7.33	7	2,548	2,371	190	0	19,207	33,280	185	2,987	85,420	2,647	325	1,105
Grand Rapids, Mich.	30,000,000	10,000,000	2.6	2.6	13,009	4,014	0	0	1,370	50,201	1,370	577	85,420	2,647	325	1,105
Saginaw, Mich.	6,125,708	1,531,427	2.6	3.83	7,087	1,363	(27,522)	0	10,520	65,746	306	10,520	117,011	32,530	1,649	0
Minneapolis, Minn.*	26,000,000	26,000,000	2.5	2.75	0	0	0	0	0	0	0	0	21,678	500	0	0
St. Paul, Minn.	4,000,000	4,000,000	2.5	2.75	0	0	0	0	0	0	0	0	15,800	500	0	0
Natchez, Miss.	2,780,000	2,780,000	4	4	603	0	0	0	6,109	14,807	1,420	30	21,579	224	44	61,000
Vicksburg, Miss.	8,400,000	8,400,000	5	4	3,189	4,151	0	0	6,048	473,718	1,420	40	81,186	2,446	44	61,000
Kansas City, Mo.	12,000,000	8,500,000	5	4	3,189	4,151	0	0	6,048	473,718	1,420	40	81,186	2,446	44	61,000
St. Joseph, Mo.	207,488,700	159,087,748	1.1	1.1	20,387	47,006	(46,068)	0	131,946	705,439	4,118	111,808	1,205,194	102,358	7,578	13,400
Omaha, Neb.	25,600,000	5,038,764	3.19	3.19	545	1,964	0	0	20,016	20,016	201	10,220	83,686	12,807	927	0
Manchester, N. H.	8,900,000	15,005,018	2.53	2.53	645	0	0	0	1,964	40,900	0	0	28,740	1,016	1,058	0
Nashua, N. H.	27,000,000	27,000,000	1.43	1.43	82,141	4,039	(21,500)	0	11,000	57,014	30	0	28,740	1,016	1,058	0
Camden, N. J.	10,500,000	10,500,000	2	2	545	0	0	0	11,000	57,014	30	0	28,740	1,016	1,058	0
Elizabeth, N. J.*	30,000,000	30,000,000	1.43	1.43	82,141	4,039	0	0	11,000	57,014	30	0	28,740	1,016	1,058	0

100	NEW BRUNSWICK, N. J.	12,180,910	9,008,263	2	2	5,000	41,000	20,419	5,260	400	10,178	41,107	9,734	825
107	Orange, N. J.	9,000,000	4,647,000	0.51	0.70	8,097	2,831	16,000	10,500	400	123	20,307	9,734	488
108	Piscataway, N. J.	33,511,014	22,341,076	2	2	8,097	2,831	58,912	17,076	11	885	75,388	5,924	396
109	Trenton, N. J.	12,000,000	9,000,000	2.43	3.26	14,255	759	32,977	19,735	731	397	46,942	2,631	825
110	Auburn, N. Y.	12,160,000	9,039,400	3.09	3.1	4,663	558	11,065	19,735	1,031	48	46,942	2,631	825
111	Binghamton, N. Y.	10,015,775	9,996,375	3.09	3.1	4,663	558	67,000	215,700	60	381	282,820	1,415	508
112	Buffalo, N. Y.	10,500,567	3,500,180	2.47	7.43	34,490	710	13,456	26,000	1,290	381	70,663	210	974
113	Colosse, N. Y.	13,730,918	3,212,885	3.21	3.21	12,400	636	8,992	18,125	1,010	25	84,007	1,786	311
114	Elmira, N. Y.	6,000,000	1,887,000	2.5	4.7	538	636	5,462	25,053	1,015	159	20,350	1,594	94
115	Kingston, N. Y.	10,000,000	7,000,000	2.5	2.92	9,896	636	8,216	20,000	2,102	101	32,497	839	80
116	Lockport, N. Y.	10,000,000	4,719,024	2.5	2.5	2,455	636	9,377	27,000	762	101	40,815	343	128
117	Long Island City, N. Y.	20,000,000	5,628,735	1.8	7.5	0	636	10,073	39,025	762	32	38,832	1,929	32
118	Newburgh, N. Y.	1,101,092,063	2,248,104	3.4	3.4	6,101	636	543,027	8,000	0	0	51,550	6,788	1,450
119	New York, N. Y.	2,248,104	10,711,170	3	3	3,128	636	14,480	30,337	109	432	57,506	784	120
120	Ogdensburg, N. Y.	25,000,000	5,505,178	2.33	2.33	19,369	636	11,518	120,498	919	885	201,714	2,032	1,448
121	Poughkeepsie, N. Y.	50,200,775	60,200,775	2.2	2.2	20,547	636	42,180	120,498	919	885	201,714	2,032	1,448
122	Rochester, N. Y.	5,433,534	5,433,534	2.2	2.2	20,547	636	42,180	120,498	919	885	201,714	2,032	1,448
123	Rome, N. Y.	15,000,000	2,418,372	1.9	1.9	19,849	636	5,437	28,808	41	173	53,308	9,022	760
124	Saratoga Springs, N. Y.	30,603,390	30,603,390	2.4	2.4	30	0	31,538	17,000	2,001	337	27,330	2,300	161
125	Schenectady, N. Y.	46,689,702	15,543,234	1.01	4.8	19,917	0	28,262	94,000	1,231	2,628	110,017	11,777	3,560
126	Syracuse, N. Y.	69,913,632	23,304,344	8.0	2.0	18,790	452	7,151	23,500	750	450	88,335	1,535	600
127	Troy, N. Y.	12,500,000	7,701,118	1.9	3.15	6,211	452	7,151	23,500	750	450	88,335	1,535	600
128	Utica, N. Y.	10,996,474	7,350,983	7	6	10,356	410	6,700	41,782	1,369	102,372	6,729	1,673	287
129	Watertown, N. Y.	10,000,000	4,750,000	7	7	12,000	441	6,700	41,782	1,369	102,372	6,729	1,673	287
130	Yonkers, N. Y.	10,000,000	4,750,000	7	7	12,000	441	6,700	41,782	1,369	102,372	6,729	1,673	287
131	Akron, Ohio	10,000,000	4,750,000	7	7	12,000	441	6,700	41,782	1,369	102,372	6,729	1,673	287
132	Chillicothe, Ohio	300,000,000	179,480,142	1.5	3.4	151,592	1,368	130,593	874,592	6,713	8,115	694,043	1,404	1,447
133	Cincinnati, Ohio	219,600,000	73,000,000	1.5	4.5	183,402	326	70,000	323,153	788	2,154	585,703	10,002	738
134	Cleveland, Ohio	43,500,000	27,000,000	3.8	4.0	86,804	326	18,005	128,239	153	325	231,711	44,188	1,406
135	Columbus, Ohio	25,000,000	10,500,000	3.8	4.0	50,402	326	18,153	96,476	1,101	325	186,060	17,470	1,406
136	Dayton, Ohio	6,188,214	6,188,214	3.75	3.75	24,368	486	7,797	25,700	280	700	60,351	2,000	6,952
137	Hamilton, Ohio	10,088,000	5,044,000	4.6	4.6	10,986	418	6,285	25,202	545	700	60,351	2,000	6,952
138	Mansfield, Ohio	3,890,000	3,890,000	4.6	4.6	10,986	418	6,285	25,202	545	700	60,351	2,000	6,952
139	Newark, Ohio	7,000,000	5,967,973	4.23	5.5	16,814	32	5,841	20,657	266	3,742	45,681	1,706	304
140	Portsmouth, Ohio	14,085,000	4,025,000	2	7	6,436	32	10,182	28,783	498	3,742	45,681	1,706	304
141	Sandusky, Ohio	6,000,000	9,516,456	4.33	4.5	9,036	63	7,708	42,878	8,786	8,786	67,064	7,945	20
142	Springfield, Ohio	10,588,720	7,700,000	3.2	5	48,022	1,091	10,540	66,074	707	618	154,712	4,188	142
143	Toledo, Ohio	7,700,000	8,800,728	3.2	5	5,339	302	8,794	30,693	635	9,070	58,352	5,714	0
144	Zanesville, Ohio*	12,000,000	8,800,728	3.2	5	5,339	302	8,794	30,693	635	9,070	58,352	5,714	0
145	Portland, Ore.	8,800,728	8,800,728	4.16	4.16	14,951	302	17,975	196,630	1,000	34,021	46,378	1,007	250
146	Allentown, Pa.	85,020,811	85,020,811	4.16	4.16	14,951	302	17,975	196,630	1,000	34,021	46,378	1,007	250

* The statistics are for the Kingston school district only.

† For apparatus.

‡ From regents of the university.

§ From sale of bonds.

¶ Includes amount received from State tax.

‡ Delinquent taxes, merchants' licenses, &c.

§ Special library fund.

¶ Apportionment of public school funds.

* From Report of the Commissioner of Education for 1876.

† This includes the proceeds (\$2,865) of a 2 mill tax which

‡ is uniform over the State.

§ West division.

TABLE II.—School statistics of cities containing 7,500 inhabitants and over, for 1877, &c.—Continued.

Total taxable property in the city.				Tax for school purposes.		Receipts.						Expenditures.					
Estimated cash value.		Assessed valuation.	Mills per dollar of cash value.		Mills per dollar of assessed value.	Balance on hand from last school year.	Amount received from interest on permanent fund.			Amount received from taxation.		Amount received from tuition fees.	Amount received from all other sources.	Total receipts.	Permanent.		
			93	94			96	97	98	State.	Local.				101	102	103	Sites and buildings.	Furniture and apparatus.	Libraries.
City.	1	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106
151 Allentown, Pa.		\$6,180,000	\$10,000,000	3.33	5					\$3,732	\$51,620	\$156	\$800	\$22,821	\$2,342	\$62	
152 Altoona, Pa.		2,000,000	2,000,000	3.10	10	\$105				1,441	6,660	50		20,437	1,106	73	
153 Carlisle, Pa.		8,914,973	822,000	3.66	3.5					1,823	27,564	50		17,088	886	1,238	
154 Chester, Pa.		3,600,000	6,686,230		14	66				1,706	15,206	3		68,702	4,970	656	\$80
155 Danville, Pa.			1,200,000							2,117	42,671	175	1,075	97,043	10,320	975	150
156 Easton, Pa.		22,438,977	6,201,024	3.25	4.5	21,694				6,250	73,010	45	25,486	102,417	30,021	1,569	\$80
157 Erie, Pa.		17,222,208	16,820,983	4.33	13	17,732				6,571	68,979		25,486	102,417	30,021	1,569	\$80
158 Harrisburg, Pa.		13,194,298	5,740,756	2.5	2.5	2,670				25,006	48,055		30,886	15,272	626		
159 Lancaster, Pa.		4,910,568	1,227,642	2.5	10	283				1,610	12,637	742		32,890			
160 New Castle, Pa.						2,455				3,007	16,833	1,350	1,707	1,707			
161 Philadelphia, Pa.						17,058								676,611			
162 Pittsburgh, Pa.		175,000,000	175,000,000	3.5	3.5	66,248				32,456	448,145			5,310	5,310		503
163 Pottsville, Pa.		12,000,000	6,307,700	3	3	4,032			276	3,308	73,069	408	31,726	17,439	17,281		25
164 Reading, Pa.		23,320,994	23,320,994	3	3	1,487				9,000	35,293		37,740	134,420	5,500		
165 Scranton, Pa.		10,900,000	2,725,000	5	20					5,888	54,990	75	9,170	67,363			
166 Shenandoah, Pa.		3,000,000	1,844,405	3	8	4,411	\$1,310			2,862	13,543	300	9,085	20,461	214		
167 Titusville, Pa.		6,200,000	1,550,000	3.75	15	3,389				2,609	24,805	585	9,085	37,570	5,518		
168 Wilkes-Barre, Pa., 3d dist.			2,323,019	15	15	22				2,609	24,805	585	9,085	37,570	5,518		
169 Williamsport, Pa.		12,000,000	7,000,000	3.5	3.5	107	3,940	\$0				200	732	64,482	0		0
170 York, Pa.		8,000,000	6,387,000	3.5	3.5		5,075		0,675					28,130	0		0
171 Newport, R. I.			20,260,000		1.4									28,130	0		0
172 Providence, R. I.			10,000,000			7,973								64,482	18,000	2,814	200
173 Warwick, R. I.			11,407,522											11,542	119,530		
174 Woonsocket, R. I.			4,500,000		1.25		4,331			4,071	6,000			1,323	12,062	723	96
175 Chattanooga, Tenn.			20,400,000		2.5	6000				4,071	6,000			1,323	12,062	723	96
176 Knoxville, Tenn.			13,300,000		4.5					4,071	6,000			1,323	12,062	723	96
177 Nashville, Tenn.			13,300,000		4.5					4,071	6,000			1,323	12,062	723	96
178 Nashville, Tenn.			13,300,000		4.5					4,071	6,000			1,323	12,062	723	96

[illegible]

from Report of the Commissioner of Education for 1876.
a The report here given is for the city of Denver, exclusive of East Denver; which latter division comprises about one-tenth of the city.
b Includes incidental expenses not specified.
c Estimated.
d Items not all reported, and an unexpended balance of \$6,106 included.
e For German instruction.
f Cost of night schools.
g Includes ground rents.
h Incidental expenses only.
i Includes repairs.
j For evening school.
k Includes an expenditure for school-houses.
l Interest on bonds.
m Heating apparatus and repairs.

TABLE II.—School statistics of cities containing 7,500 inhabitants and over, for 1877, &c.—Continued.

City.	Expenditures.													Average expenses per capita.	
	Payment of indebtedness.			Tuition.		Incidental or contingent expenses.								Supervision and instruction, based on average daily attendance.	Incidental or contingent expenses, based on average daily attendance.
	Bonds (including interest).	Floating (including interest).	Cost of supervision.	Amount paid for teaching.	Officers of board, secretaries, messengers, &c.	Pay of janitors of buildings.	Fuel.	Rent.	Insurance.	Repairs.	School books supplied for use of pupils.	All other supplies and current expenses.	Total expenditure.		
1	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121
Little Rock, Ark.		\$9,935	\$82,000	\$517,289	\$1,836	\$53,634	\$5,724	\$7,134	\$820	\$37,200	\$4,238	\$12,627	\$21,420	\$15.33	\$3.40
San Francisco, Cal.		(99,383)			7,960	3,120	983	270					800,703	24.00	4.80
San Jose, Cal.		0	1,200	27,700	1,500	3,155	800	453			15	5,103	40,246	20.30	9.81
Stockton, Cal.				27,738	50	2,327	1,170	1,290	440			1,729	28,044		
Denver, Colo.	14,784	1,425	2,500	42,950	50	2,100	2,119	210		5,313	752	1,917	50,000	22.49	6.11
Bridgeport, Conn.															
Hartford, Conn.				86,102											
New Britain, Conn.	1,154		900	10,605		2,408	1,442	0	392	684	20	1,220	104,902	12.00	3.50
New Haven, Conn.				132,863	5,750	8,300	3,517	2,650	28	17,637	547	6,507	200,436	18.41	6.84
New London, Conn.		1,652	400	10,546	50	61,678	718	25	300	728	130	945	208,547	14.64	
Norwalk, Conn.	0	4,915	1,300	24,700	300	1,216	1,796	0	800		100		36,700	13.50	2.25
Wilmington, Del.															
Atlanta, Ga.			2,000	28,788	100	1,350	711	221	355	1,221		906	35,002	12.78	2.02
Augusta, Ga.													30,931		
Columbus, Ga.		416	1,800	6,917		175	290		172	146	1,083	134	11,603	9.62	2.21
Macon, Ga.		2,149	1,600	34,753		105	252	178		133		204	12,337	12.51	1.26
Savannah, Ga.			2,800				670	900	100	1,638		1,350	43,181	13.00	
Alton, Ill.				11,075	177	1,019	466	120	238	1,303		640	15,678	10.10	2.00
Alton, Ill.			1,700	21,672		1,353	321	286	80	820	262	1,051	35,043	13.02	2.22
Bloomington, Ill.	7,502					1,353	321		778	2,276		4,374	63,689	11.57	3.97
Chicago, Ill.	26,425			20,909		2,316	1,407						684,304	12.13	4.05
Chicago, Ill.	8,000		2,000	451,057	7,675	40,009	27,045	24,632	0	40,864			20,910	13.10	3.31
Decatur, Ill.						1,515	700	0		3,313		771	34,008		
Freeport, Ill.			2,000	14,083		1,200	1,062		630	726		1,636	20,811	10.18	3.41
Jacksonville, Ill.			1,800	17,070	400	1,047	671		470	1,520	853	1,600	44,530	10.88	3.80
St. Louis, Mo.	4,163	16,100	1,800	17,070	250	1,330	61,005	12.18		1,600		1,636	20,650	11.02	3.61
St. Louis, Mo.		30,133	1,573	27,320	500	1,731	1,007	300		1,600		1,636	70,704	11.02	3.61
Quincy, Ill.	8,000	1,130								471	360	1,607	93,323		

TABLE II. — *School statistics of cities containing 7,500 inhabitants and over, for 1877, &c. — Continued.*

City.	Expenditures.													Average expenses per capita.	
	Payment of indebtedness.		Tuition.		Incidental or contingent expenses.								Supervision and instruction, based on average daily attendance.	Incidental or contingent expenses, based on average daily attendance.	
	Bonds (including interest).	Floating (including interest).	Cost of supervision.	Amount paid for teaching.	Officers of board, secretaries, &c.	Pay of janitors of buildings.	Fuel.	Rent.	Insurance.	Repairs.	School books supplied for use of pupils.	All other supplies and current expenses.			Total expenditure.
1	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121
Newburyport, Mass.*				\$25,960	\$200	\$650	\$1,600	\$1,000	\$200	\$2,500	\$60	\$3,280	\$35,450	\$14 40	\$2 41
Newton, Mass.			\$2,700	62,025	300	3,885	3,823	125		3,511	2,084	4,403	83,456	26 37	7 63
Pittsfield, Mass.*			750	20,400		691	2,810			1,000	288	700	45,843		
Salem, Mass.*	\$0		4,748	58,061	615	3,119	4,488	350	500	4,923	3,313	2,676	82,786	21 88	6 29
Springfield, Mass.			3,500	72,128		5,486	4,097			2,938	403	4,077	92,429	16 84	3 82
Taunton, Mass.	600	\$0	2,000	36,806	500	2,215	2,411	400	75	2,156	400	2,444	50,067	14 25	3 93
Weymouth, Mass.*			1,581	20,340	422	1,526	1,516		0	2,172	34	485	40,068	13 16	3 08
Woburn, Mass.	0		1,800	23,315		1,900	1,700			1,500	500		32,315		
Worcester, Mass.		0	3,273	114,046	2,556	6,374	5,146	1,112		4,465	1,202	6,019	145,058	17 25	3 97
Adrian, Mich.*	8,686	7,019	2,000	11,844	200	1,048	1,181	90	510	607		2,008	34,112	14 79	2 14
Ann Arbor, Mich.	5,320		2,000	16,000	100	1,000	1,165	184	34	1,620	827	1,237	31,696	13 46	3 04
Bay City, Mich.	(8,000)		1,800	17,464		1,850	2,354	210	561	2,257	100	7,775	32,072	11 20	3 37
Detroit, Mich.			(136,395)			11,165	10,424					2,458	213,214		
East Saginaw, Mich.	3,400		3,500	22,628		2,042	2,700					1,808	41,000	11 07	5 41
Grand Rapids, Mich.	9,510		2,250	42,808		2,042	2,700					1,808	72,048		
Saginaw, Mich.	8,450		2,000	12,619	200	1,100	750		300	1,285	50	1,205	28,374	13 62	4 64
Minneapolis, Minn.*	10,982		47,785			3,755	2,367	940	651	3,741		1,205	106,479	20 08	6 60
St. Paul, Minn.	12,025			42,707	500	4,000	3,174	2,175	744	611	(2,079)	504	266,440	14 55	1 24
Natchez, Miss.															
Vicksburg, Miss.			270	14,240		550	300	225	275	800	25	155	17,140	13 51	2 70
Hannibal, Mo.	491			10,065	300	525	553	118	288	1,097		716	14,947	8 21	2 74
Kansas City, Mo.	26,850		2,000	38,784	900	3,041	1,439	216			(65,966)		81,186	16 12	4 33
St. Joseph, Mo.	8,879	216	2,100	30,312		3,104	1,351	207	343	1,093		(1,379)	51,073	13 43	3 93
St. Louis, Mo.	40,000		(564,478)		20,503	48,454	14,459	3,469	1,400	28,355	12,294	48,503	1,097,800		
Omaha, Neb.	15,000		4,600	31,907		2,033	3,815			850	744	2,200	52,155	10 15	4 19
Nashua, N. H.			1,231	38,119	203	2,523	3,450			1,105	744	2,200	52,155	10 15	4 19
Portsmouth, N. H.			(10,407)		50	1,860	2,043	450	250	1,040	543	443	26,095	10 22	5 12

City	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	2101	2102	2103	2104	2105	2106	2107	2108	2109	2110	2111	2112	2113	2114	2115	2116	2117	2118	2119	2120	2121	2122	2123	2124	2125	2126	2127	2128	2129	2130	2131	2132	2133	2134	2135	2136	2137	2138	2139	2140	2141	2142	2143	2144	2145	2146	2147	2148	2149	2150	2151	2152	2153	2154	2155	2156	2157	2158	2159	2160	2161	2162	2163	2164	2165	2166	2167	2168	2169	2170	2171	2172	2173	2174	2175	2176	2177	2178	2179	2180	2181	2182	2183	2184	2185	2186	2187	2188	2189	2190	2191	2192	2193	2194	2195	2196	2197	2198	2199	2200	2201	2202	2203	2204	2205	2206	2207	2208	2209	2210	2211	2212	2213	2214	2215	2216	2217	2218	2219	2220	2221	2222	2223	2224	2225	2226	2227	2228	2229	2230	2231	2232	2233	2234	2235	2236	2237	2238	2239	2240	2241	2242	2243	2244	2245	2246	2247	2248	2249	2250	2251	2252	2253	2254	2255	2256	2257	2258	2259	2260	2261	2262	2263	2264	2265	2266	2267	2268	2269	2270	2271	2272	2273	2274	2275	2276	2277	2278	2279	2280	2281	2282	2283	2284	2285	2286	2287	2288	2289	2290	2291	2292	2293	2294	2295	2296	2297	2298	2299	2300	2301	2302	2303	2304	2305	2306</
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TABLE II. — School statistics of cities containing 7,500 inhabitants and over, for 1877, &c. — Continued.

City.	Expenditures.													Average expenses per capita.	
	Payment of indebtedness.		Tuition.		Incidental or contingent expenses.							Total expenditure.		Supervision and instruction, based on average daily attendance.	Incidental or contingent expenses, based on average daily attendance.
	Bonds (including interest).	Floating (including interest).	Cost of supervision.	Amount paid for teaching.	Officers of board, secretaries, messengers, &c.	Pay of janitors of buildings.	Fuel.	Rent.	Insurance.	Repairs.	School books supplied for use of pupils.	All other supplies and current expenses.	119	120	121
147 Toledo, Ohio.....	\$47,523	0	\$2,000	\$69,788	\$1,000	\$4,268	\$6,698	\$532	\$1,346		\$85	\$5,033	\$142,647	\$16 12	\$4 25
148 Zanesville, Ohio.....	0	0	1,125	34,125	0	2,085	750	225	316	\$1,486	100	2,804	52,700	18 06	4 13
149 Portland, Ore.....	0	0	1,800	30,120	0	1,570	950	0	303	964	0	2,900	49,440	13 00	3 14
150 Allegheny, Pa.....	121,610	7,683	0	103,418	1,293	8,400	5,790		1,500	6,275		1,996	265,204	13 00	3 14
151 Altoona, Pa.....	1,006		1,000	12,841	125	1,764	1,000	332	268	443		1,502	24,181	7 57	2 68
152 Carbonado, Pa.....	800		300	6,321	602	1,400	400	172	141			862	9,743	5 79	1 23
153 Chester, Pa.....	2,030	1,907	375	19,018	524	1,507	900	172			200	780	29,428	13 07	7 07
154 Danville, Pa.....	7,051		1,700	7,347	155	28	648	132	343		560	2,031	16,064	6 51	2 01
155 Easton, Pa.....	13,279		2,200	25,222	1,308	1,670	915	300	468	2,018	270	2,052	80,500	12 73	5 22
156 Erie, Pa.....	15,968		1,500	31,248	900	3,153	3,345	436	535	3,027	1,453	2,514	101,057	15 77	4 70
157 Harrisburg, Pa.....	16,840	15,000	1,500	50,358	1,725	3,783	2,027	990	530	2,740		3,914	71,243		
158 Lancaster, Pa.....		956	1,300	24,637	1,548	752	635	167	75	134		3,248	15,258	9 33	4 74
159 New Castle, Pa.....	1,506	2,978	1,750	8,398	100	1,590	964		29			1,513	28,700	13 02	3 41
160 Norristown, Pa.....				18,769	225	1,390	964	267	476	40,296	100,000	132,510	1,611,109		
161 Philadelphia, Pa.....			60,000	1,103,500	8,800	107,487	42,325	667	1,776	40,296	100,000	48,000	433,065	16 00	10 00
162 Pittsburgh, Pa.....	21,652	22,281		216,776	5,000	21,000	7,000	500	3,720	13,000		48,000	433,065	11 94	5 67
163 Portville, Pa.....	(11,268)		1,800	23,602	350	1,827	984	359	329	4,488	16	1,015	68,470	10 30	4 10
164 Reading, Pa.....	43,441		51,520	51,520	1,700	3,498	2,498	442	115	5,689	1,403	5,778	119,403	14 16	6 07
165 Reading, Pa., 4th dist.....		19,105		20,399	500	2,714	910	535	180			7,783	61,126	14 16	6 07
166 Shenandoah, Pa.....	5,645		1,500	6,372	350	1,596	238	160	139	228	100	1,623	18,041	6 44	2 18
167 Tiptonville, Pa.....	3,694		2,200	24,872	1,000	1,300	1,317	160		1,623		1,623	36,204	13 94	4 77
168 Williamsport, Pa.....	10,000		1,500	14,468	1,000	1,300	1,317	160		1,623		1,623	36,204	13 94	4 77
169 York, Pa.....	2,814		1,200	18,400	300	1,150	429		1,029		1,029	194	20,808	9 03	2 78
170 New York, N. Y.....			2,000	17,323	1,101	11,004	338	338	3,507			1,807	28,074	22 08	7 25
171 Providence, R. I.....			2,000	25,905	1,112	2,232	75	75	3,527			1,807	28,074	22 08	7 25
172 Worcester, Mass.....			250	431,828	2,688	11,701	2,165	2,165	3,527			1,807	28,074	22 08	7 25
173 Worcester, Mass.....	4,206		250	14,000	75	(2,250)						1,027	25,454	6 44	5 50

181	Burlington, Vt. ^a	0	1,000	15,056	0	900	1,007	0	287	486	173	10,042	
182	Rutland, Vt.			7,411	200	423	380		239	576	326	9,706	2 31
183	Alexandria, Va.	420	245	7,845	150	600	405		159	234	424	13,595	3 17
184	Lynchburg, Va.		9700	12,213	252	385	502	564	131	101	48	15,430	10 72
185	Norfolk, Va.		600	14,480	600							17,658	13 89
186	Portsmouth, Va. ^a		600	6,200	350	150	288	450	40	306	e1,978	8,683	14 10
187	Richmond, Va.	0	15,175	49,030	1,800	2,778	2,093	652	730	1,895	363	80,788	13 05
188	Wheeling, W. Va.	14,630	3,025	38,739	529	1,752	2,055	200	566	3,219		67,844	12 28
189	Fond du Lac, Wis.	0		19,850	0							20,523	3 36
190	Janesville, Wis.		750	12,690	250	1,700						24,445	10 00
191	La Crosse, Wis.		22,400	417,148		21,376	2865	275	2277	21,050		23,445	2 43
192	Madison, Wis.		300	18,373	150	1,000	1,500	0	0	704	300	23,397	11 80
193	Racine, Wis.			148,864	1,100	9,974	7,056	21,871	993	10,050	13,537	353,766	15 26
194	Georgetown, D. C.		0										6 49
195	Washington, D. C.		0										

^a From Report of the Commissioner of Education for 1876.

^b Includes repairs.

^c Includes ground rents.

^d Includes all other incidental or contingent expenses.

^e Includes amount paid for fuel.

^f Includes pay of janitors.

^g For normal schools.

^h The State pays the superintendent \$238 additional.

ⁱ Receipts and expenditures to November, 1877.

^j These statistics are for white schools only.

^k Includes \$107,274 for colored schools.

Cities containing 7,500 inhabitants and over from which no statistics have been received.

State.	City.	State.	City.	State.	City.
Alabama.....	Mobile.	Maryland.....	Frederick.*	New York.....	Hudson
Do.....	Montgomery.	Massachusetts.....	Arlington.*	Do.....	West Troy.
California.....	Los Angeles.	Do.....	Gloucester.	North Carolina.....	Raleigh.
Do.....	Oakland.	Do.....	Lawrence.	Do.....	Wilmington.
Do.....	Sacramento.	Do.....	Malden.*	Ohio.....	Youngstown.
Connecticut.....	Meriden.*	Do.....	Marblehead.	Pennsylvania.....	Cherry
Do.....	Meriden.*	Do.....	Waltham.	South Carolina.....	Charleston.
Do.....	Stamford.*	Do.....	Waltham.	Do.....	Columbia.*
Do.....	Waterbury.	Michigan.....	Jackson.	Texas.....	Galveston.
Do.....	Waterbury.	Do.....	Kalamazoo.	Do.....	Jefferson.
Illinois.....	Aurora.	New Hampshire.....	Concord.	Do.....	San Antonio.
Do.....	Ottawa.	Do.....	Dover.	Virginia.....	Petersburg.
Do.....	Evansville.	New Jersey.....	Hackensack.	Wisconsin.....	Milwaukee.
Indiana.....	New Albany.	Do.....	Hoboken.	Do.....	Oakland.
Do.....	New Albany.	New York.....	Albany.	Utah.....	Salt Lake City.*
Maine.....	Augusta.	Do.....	Brooklyn.		
Maryland.....	Cumberland.				

* Has no city system.

TABLE III.—Statistics of normal schools for 1877; from replies to inquiries by the United States Bureau of Education.

NOTE.—* indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Location.	Date of organization.	Principal.	Appropriation for the last year.				Number of students.			
				State.	County.	City.	State appropriation per capita of pupils enrolled in the last school year.	Number of instructors.	Total.	Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12
State Normal School	Florence, Ala.	1873	Prof S. P. Rice	\$5,000			\$22 62	4	137	28	26
Rust Normal Institute	Huntsville, Ala.	1865	M. L. Raines			\$0	38 38	3	40	56	65
Lincoln Normal University	Marion, Ala.	1870	G. N. Card	4,000	4,000		0	3	120	141	30
Emerson Institute	Mobile, Ala.	1867	R. F. Woods	0	0	0	0	4	147	141	30
Normal department, Talladega College	Talladega, Ala.	1870	D. H. Howard	0	0	0	0	10	227	42	25
Normal dept't Ark. Industrial University	Fayetteville, Ark.	1873	D. H. Howard	10,000	0	0	0	12	247	22	18
Branch Normal College, Ark. Indust. Univ.	Pine Bluff, Ark.	1873	Joseph C. Corbin	1,000	0	0	0	3	83	27	11
Normal dept't Pine Bluff Graded School	Pine Bluff, Ark.	1873	M. W. Martin				19 04	3	186	13	17
Pacific Kindergarten Normal School	Los Angeles, Cal.	1876	Miss Kate Barvelled				0	3	108	13	83
California State Normal School	San Jose, Cal.	1862	Charles E. Allen, A. M.	25,000	0	0	44 50	12	607	64	459
Connecticut State Normal School	New Britain, Conn.	1850	William Newell Garrison, A. M.	12,000	0	0	84 40	6	127	14	113
Normal department of Delaware College*	Newark, Del.	1873	William H. Furness, LL.D.	0	0	0	0	5	12	17	5
Delaware State Normal University*	Wilmington, Del.	1866	John C. H. Furness, A. M.	0	0	0	0	12	230	165	65
Normal department of Atlanta University*	Atlanta, Ga.	1867	Edward A. Ware, A. M.	8,000	0	0	40 00	0	130	50	80
Lewis High School	Macon, Ga.	1867	M. O. Harrington, sup't.	0	0	0	0	3	123	45	78
Haven Normal School	Waynesboro, Ga.	1866	F. C. W. McKimmon	0	0	0	0	5	118	118	0
German Evangelical Lith'n Normal School	Addison, Ill.	1864	F. C. W. McKimmon	0	0	0	0	1	454	170	283
Southern Illinois Normal University	Carbondale, Ill.	1874	Robert A. Lytle, LL.D.	15,000	0	0	84 38	9	454	170	283
Chicago High School normal department	Chicago, Ill.	1874	Edward C. DeLoach				0	1	139	139	0
Northern Illinois Normal College (Block River University) b	Dixon, Ill.	1866	A. M. Hansen				0	0	0	0	0
Normal and Business School	Dover, Ill.	1876	W. J. Cook	0	0	0	0	7	112	61	51
Cook County Normal and Training School	Englewood, Ill.	1868	James W. Larimore	0	12,000	0	61 25	0	245	40	205
Northwestern German-English Normal School	Gladena, Ill.	1868	R. P. Meyer	24,700	0	0	0	4	100	51	49
Illinois State Normal University	Normal, Ill.	1867	James W. Larimore, president				66 65	0	965	101	864

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26	Richard County Normal and Classical School	Geenah, Ind.	1874	D. Meany and Isaac N. Fuller	0	0	0	0	0	11	175	80	95	...
27	La Grange County Normal School	La Grange, Ind.	1874	S. D. Crane	0	0	0	0	0	8	75	40	85	...
28	Normal department, Spickard Academy	Spickard, Ind.	1874	William Davis, A. M.	0	0	0	0	0	8	451	42	63	297
29	Indiana State Normal School	Terre Haute, Ind.	1870	William A. Jones, A. M.	17,000	0	0	0	0	80	0	136	146	0
30	Northern Indiana Normal School and Business Institute	Valparaiso, Ind.	1873	H. B. Brown	0	10,000	12,000	0	0	20	2,555	1,027	928	0
31	Iowa State Normal School	Cedar Falls, Iowa	1876	J. C. Gilchrist	7,500	0	0	0	28	0	154	42	97	8
32	Eastern Iowa Normal School	Grandview, Iowa	1874	Edwin R. Eldridge	0	0	1,400	0	0	11	150	60	60	25
33	Chair of didactics, Iowa State University	Iowa City, Iowa	1873	Rev. S. N. Fellows, D. D.	0	0	0	0	0	1	22	13	9	...
34	Whitlier College and Normal Institute	Salem, Iowa	1867	Lester L. Horney	0	0	0	0	0	4	83	15	19	22
35	State Normal School	Emporia, Kans.	1860	Rev. Charles E. Pomeroy, D. D.	0	0	0	0	0	6	155	59	80	10
36	Leavenworth State Normal School of Kans.	Leavenworth, Kans.	1870	John Wherrell	2,267	0	0	0	0	6	450	200	250	0
37	Normal department of Berea College	Berea, Ky.	1858	Rev. B. S. Hunting, A. M.	0	0	0	0	0	6	18	17	...	...
38	Kentucky Normal School	Carlisle, Ky.	1873	T. C. H. Vance	0	0	0	0	0	4	148	85	43	87
39	Glasgow Normal School	Glasgow, Ky.	1876	A. W. Mell	0	0	0	0	0	8	200	80	70	81
40	Louisville Training School*	Louisville, Ky.	1871	Hiram Roberts	0	0	0	0	0	8	45	45	45	...
41	Normal School	Morgantown, Ky.	1873	W. J. Finley	0	0	0	0	0	2	45	18	6	11
42	Normal department, Straight University	New Orleans, La.	1870	J. K. Cole	0	0	0	0	0	7	242	...	...	...
43	Peabody Normal Seminary for Louisiana	New Orleans, La. (247 St. Charles street)	1870	Robert M. Lusher, trustee	0	0	0	0	0	5	95	0	45	0
44	Eastern State Normal School	Castine, Me.	1867	Granville T. Fletcher, A. M.	5,500	0	0	0	32	25	11	208	82	125
45	Western State Normal School	Farmington, Me.	1864	Charles C. Bourne, M. S.	7,500	0	0	0	28	0	6	268	55	213
46	Normal department, Maine Central Inst'te	Pittsfield, Me.	1871	Gyrua Jordan	600	0	0	0	20	0	2	30	10	20
47	Oak Grove Seminary, normal department*	Vassalboro, Me.	1867	G. C. Kilgore, (associate prin.)	600	0	0	0	3	0	5	90	40	50
48	Baltimore Normal School for the Education of Colored Teachers	Baltimore, Md.	1864	S. H. Gambell	2,000	0	0	0	30	0	3	134	35	75
49	Maryland State Normal School	Baltimore, Md.	1866	M. A. Newell	10,500	0	0	0	47	73	12	220	23	197
50	Centenary Biblical Institute, normal dep't	Baltimore, Md.	1864	J. Emory Round	0	0	0	0	0	4	77	29	1	43
51	Boston Normal School	Boston, Mass.	1852	Larkin Dutton	...	...	...	...	...	9	88	0	88	...
52	Kindergarten Normal Class*	Boston, Mass.	1873	Misses Mary J. Garland and R. J. Weston	...	...	...	...	...	0	23	...	23	...
53	Massachusetts Normal Art School	Boston, Mass.	1873	Walter Smith, director	11,000	0	0	0	50	0	12	218	69	149
54	State Normal School*	Bridgewater, Mass.	1840	Albert G. Boyden, A. M.	13,000	...	...	...	62	0	9	210	55	155
55	State Normal School	Framingham, Mass.	1839	Ellen Hyde	12,000	...	...	...	75	0	10	130	150	...
56	State Normal School	Salem, Mass.	1864	Daniel B. Hagar, Ph. D.	13,900	...	...	...	44	23	3	312	312	...
57	Westfield State Normal School	Westfield, Mass.	1839	Joseph G. Scott	13,000	...	...	...	76	50	6	170	23	147
58	Massachusetts State Normal School	Worcester, Mass.	1874	E. Harlow Russell	13,000	...	...	...	26	83	13	631	156	210
59	Michigan State Normal School	Ypsilanti, Mich.	1852	Rev. J. Estabrook, M. A.	447,000	...	...	...	39	41	7	346	81	162
60	State Normal School at Marquette	Marquette, Minn.	1868	Rev. David C. John, A. M.	9,000	...	...	...	40	0	8	203	92	48
61	State Normal School at St. Cloud	St. Cloud, Minn.	1866	D. L. Kiehl, A. M.	12,000	...	...	...	30	0	12	444	71	162
62	State Normal School at Winona	Winona, Minn.	1860	Charles A. Morey	9,000	...	...	...	0	0	8	80	60	29
63	Mississippi State Normal School	Holly Springs, Miss.	1870	W. B. Highgate, A. M.	2,500	...	...	...	0	0	10	77	8	106
64	Tougaloo University and Normal School	Tougaloo, Miss.	1869	Rev. G. Stanley Pope	2,500	...	...	...	0	0	6	290	98	73
65	Southwest Missouri Normal School	Cape Girardeau, Mo.	1874	C. H. Dutcher	7,500	...	...	...	...	...	...	...	...	...
66	College of Normal Instruction	Columbia, Mo.	1867	Krassus L. Ripley, A. B.	13,000	...	...	...	...	...	...	...	...	...

^d Includes \$30,000 for new building.

^e Includes students in intermediate department.

^b Suspended for the year 1877.

^c County appropriation per capita.

^f From Report of the Commissioner of Education for 1876.

^g Exclusive of appropriations for permanent objects.

^h These are preparatory.

TABLE III.—*Statistics of normal schools for 1877, &c.*—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Location.	Date of organization.	Principal.	Appropriation for the last year.				Number of instructors.	Number of students.			
				State.	County.	City.	State appropriation per capita of pupils enrolled in the last school year.		Total.	Male.	Female.	Other.
				5	6	7	8	9	10	11	12	13 14
67 Fruitland Normal Institute*	Jackson, Mo.	1864	Samuel T. Mitchell, A. B.	45,000	0	0	\$40 90	6	122	69	53	.....
68 Lincoln Institute	Jefferson City, Mo.	1866	J. Baldwin.	10,000	0	0	17 00	9	662	388	204	0
69 North Missouri State Normal School.	Kirksville, Mo.	1867	O. C. Hill, A. B.	.....	.....	1,500	.....	3	110	55	55	0
70 Northwest Normal School.	Oregon, Mo.	1876	Mrs. C. J. Hildreth.	.....	.....	.....	.....	2	60	.....	60	0
71 Kindergarten Normal Training School*	St. Louis, Mo.	1873	Louis Soldan.	.....	.....	.....	.....	13	300	0	300	0
72 Normal School*	St. Louis, Mo.	1867	J. B. Van Petten and E. R. Booth.	.....	.....	.....	.....	15	265	4	10	121 130
73 Collegiate Institute	Sedalia, Mo.	1876	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
74 South Missouri State Normal School*	Warrensburg, Mo.	1871	George L. Osborn.	10,000	0	0	24 13	0	414	173	241	.....
75 Nebraska State Normal School	Penn, Nebr.	1867	Robert Curry, A. M., Ph. D.	10,000	.....	.....	30 00	8	255	158	177	.....
76 New Hampshire State Normal School.	Plymouth, N. H.	1870	Ambrose P. Kelsey, A. M.	5,000	0	775	.....	5	142	14	83	28 17
77 New Jersey State Normal and Model School.	Trenton, N. J.	1865	Washington Hasbrouck, Ph. D.	20,000	.....	.....	100 00	11	261	54	207	.....
78 New York State Normal School.....	Albany, N. Y.	.....	Rev. Joseph Alden, D. D., LL. D.	18,000	.....	.....	.....	13	544	(544)	.....	.....
79 State Normal School.....	Brookport, N. Y.	1867	Charles D. McLean.	21,000	.....	.....	19 14	18	950	113	245	(892)
80 State Normal School.	Buffalo, N. Y.	1871	Henry R. Boetham, A. M.	18,000	0	0	64 00	10	242	41	190	10 1
81 State Normal and Training School.	Cortland, N. Y.	1869	James H. Hoose, A. M., Ph. D.	18,000	0	0	50 00	13	361	118	243	0
82 State Normal and Training School.	Fredonia, N. Y.	1868	Rev. John W. Armstrong, P. D.	.....	0	0	.....	15	710	60	160	229 255
83 State Normal School.	Geneese, N. Y.	1871	W. J. Milne, A. M.	18,000	0	0	58 00	16	6455	(308)	(127)	.....
84 Female Normal College and Training School.	New York, N. Y.	1870	Thomas Hunter, Ph. D.	0	0	95,000	.....	15	680	0	680	0
85 State Normal and Training School.	Penn., N. Y.	1869	Michael A. Sullivan, A. M.	18,000	0	0	37 74	14	450	102	381	.....
86 State Normal and Training School.	Penn., N. Y.	1869	Michael A. Sullivan, A. M.	17,300	0	0	27 50	13	361	118	243	0
87 Normal dep't, University of North Carolina.	Chapel Hill, N. C.	1877	Kemp P. Battle, A. M., pres't univ., John J. Lead, prin.	25,000	.....	.....	26 63	19	2505	162	71	40 80

TABLE III. — *Statistics of normal schools for 1877, &c.*—Continued.

Note.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Location.	Date of organization.	Principal.	Appropriation for the last year.				Number of instructors.	Number of students.				
				State.	County.	City.	State appropriation per capita of pupils enrolled in the last school year.		Total.	Normal.		Other.	
										Male.	Female.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14
67	Prairiland Normal Institute*	Jackson, Mo.	1864	\$5,000	\$0	\$0	\$40.99	6	122	69	53		
68	Lincoln Institute	Jefferson City, Mo.	1866	10,000	0		17.00	9	592	388	204	0	0
69	North Missouri State Normal School.	Kirksville, Mo.	1867			1,500		3	110	55	55		
70	Northwest Normal School.	Oregon, Mo.	1876						60		60		
71	Kindergarten Normal Training School*	St. Louis, Mo.	1873					13	300	0	300	0	0
72	Normal School*	St. Louis, Mo.	1877					15	255	4	10	121	130
73	Collegiate Institute	Sedalia, Mo.	1876										
74	South Missouri State Normal School*	Warrensburg, Mo.	1871	10,000	0	0	24.13	9	414	173	241		
75	Nebraska State Normal School	Peru, Nebr.	1867	10,000			30.00	8	355	156	177		
76	New Hampshire State Normal School	Plymouth, N. H.	1870	5,000	0	775		5	142	14	83	28	17
77	New Jersey State Normal and Model School	Trenton, N. J.	1855	20,000			100.00	11	261	54	207		
78	New York State Normal School.	Albany, N. Y.		18,000				13	544	(544)			
79	State Normal School.	Brockport, N. Y.	1867	23,000			19.14	18	950	113	245	(582)	
80	State Normal School.	Buffalo, N. Y.	1871	18,000	0	0	64.00	10	242	41	190	10	1
81	State Normal and Training School	Cortland, N. Y.	1869	18,000	0	0	50.00	13	861	118	243	0	0
82	State Normal and Training School	Fredonia, N. Y.	1869	18,000	0	0		15	710	60	160	229	255

TABLE III.—Statistics of normal schools for 1877, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Location.	Date of organization.	Principal.	Appropriation for the last year.				Number of instructors.	Number of students.					
				State.	County.	City.	State appropriation per capita of pupils enrolled in the last school year. ¹		Total.	Normal.		Other.		
										Male.	Female.	Male.	Female.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Johnson State Normal School.....	Johnson, Vt.....	1867	William C. Crippen.....	\$2,372	\$0	\$0	\$19 76	11	128	50	70	5	3	
State Normal School.....	Randolph, Vt.....	1867	Abel E. Leavenworth, A. M.....	2,644	0	0	11 50	8	280	91	139	25	25	
Valley Normal School.....	Bridgewater, Va.....	1874	A. L. Funk.....	0	0	0	0	12	208	56	41	59	52	
Hampton Normal and Agricultural Institute.....	Hampton, Va.....	1868	Samuel C. Armstrong.....	0	0	0	0	14	274	169	105	0	0	
Richmond Normal School.....	Richmond, Va.....	1867	R. M. Manly, A. M.....	0	0	0	0	6	232	46	93	31	62	
Concord State Normal School.....	Concord Church, W. Va.....	1875	James H. French.....	2,000	0	0	(b)	3	76	39	18	15	4	
Fairmont State Normal School.....	Fairmont, W. Va.....	1868	J. G. Blair, L. D.....	2,000	0	0	13 50	3	221	84	61	48	28	
State Normal School at Glenville.....	Glenville, W. Va.....	1873	T. Marcellus Marshall.....	650	0	0	10 00	3	71	23	15	23	10	
Storer Normal School.....	Harper's Ferry, W. Va.....	1867	Rev. N. C. Brackett, A. M.....	2,000	0	0	20 00	5	136	74	62	61	76	
Marshall College, State Normal School.....	Huntington, W. Va.....	1866	A. D. Chesterman, A. M.....	2,000	0	0	19 60	4	229	38	33	36	10	
West Liberty State Normal School.....	Shepherdstown, W. Va.....	1873	Joseph McMurray, A. M.....	2,000	0	0	20 00	5	102	23	33	36	10	
Oaklough State Normal School.....	West Liberty, W. Va.....	1871	J. C. Gwynn.....	2,000	0	0	24 58	14	53	24	20	3	6	
Wisconsin State Normal School.....	Oaklough, Wis.....	1871	George S. Albee, president.....	13,621	0	0	34 58	14	524	179	195	73	77	
River Falls State Normal School.....	Platteville, Wis.....	1866	Edwin A. Charlton, A. M.....	17,115	0	0	36 40	31	449	99	125	114	111	
Catholic Normal School of the Holy Family.....	River Falls, Wis.....	1875	W. D. Parker.....	16,002	0	0	36 40	9	844	30	50	94	170	
State Normal School.....	St. Francis, Wis.....	1871	Rev. Theo. Bruener.....	21,000	0	0	31 00	6	89	50	.....	39	.....
Miner Normal School.....	Whitefish, Wis.....	1868	Wm. F. Phelps, A. M., pres't.....	21,000	0	0	31 00	13	474	133	210	71	60	
	Washington, D. C.....	1876	Mary B. Smith.....	0	0	0	0	2	27	4	5	4	14	
Normal department of Howard University.....	Washington, D. C.....	1867	Thomas Robinson.....	0	0	0	0	3	74	7	7	38	22	
Washington Normal School.....	Washington, D. C.....	1873	Miss Lucilla E. Smith.....	2,000	0	2,000	0	3	20	0	20	0	0	
Normal dept of the University of Deseret.....	Salt Lake City, Utah.....	1875	John R. Park, M. D.....	0	0	0	0	3	47	28	19	.....	.....

¹ Exclusive of appropriations for permanent objects.

a. This includes \$400 from the Peabody fund.

b. \$2.50 per month for each State agent in actual attendance.

1 Exclusive of appropriations for permanent objects. a This includes \$400 from the Peabody fund. b \$41.50 per month for each State student in actual attendance.

TABLE III.—Continuation of Statistical Table for 1877.

Form.—x indicates an affirmative answer; a signifies no or none; indicates no answer.

Name.	Graduates in the last year.		Number of years in full course of study.	Number of weeks in scholastic year.	Library.				Annual charge for tuition.	Is drawing taught?	Has the school a collection of models, casts, apparatus, and examples for free hand drawing?	Is made taught?		School possesses a chemical laboratory?	School possesses a philosophical cabinet and apparatus?	School possesses a museum of natural history?	School possesses a gymnasium?	Model school attached to the institution?	Students receive diplomas on completion of course?	Graduates teach in State common schools without further examination?	Time of anniversary.
	Whole number.	Number who have engaged in teaching.			Number of volumes.	Increase in the last school year.	Number of volumes of pedagogical works.	Number of educational journals and magazines taken.				Vocal.	Instrumental.								
1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
State Normal School	4	2	3	40	1,500		10		\$20-30	0	0	0	0	0	0	0	0	0	0	0	June 21.
East Normal Institute	0		3	34	230				(6)	0	0	0	0	0	0	0	0	0	0	0	June 25.
Lincoln Normal University			3	40	125	0	4		10	0	0	0	0	0	0	0	0	0	0	0	June 6.
Emerson Institute	0	0	3	36	500	0	4		11	0	0	0	0	0	0	0	0	0	0	0	June 2d Thurs.
Normal department, Talladega College			3	40	700	160	20		11	0	0	0	0	0	0	0	0	0	0	0	June 14.
Normal department, Ark. Industrial University	5	3	4	41	700	160	20		11	0	0	0	0	0	0	0	0	0	0	0	June 14.
Branch Normal College, Ark. Industrial University	0	0	4	40	20	6	20		11	0	0	0	0	0	0	0	0	0	0	0	June 14.
Normal department, Pine Bluff Graded School	9	9	3	40	0	0	0		100	0	0	0	0	0	0	0	0	0	0	0	July 20.
Pacific Kindergarten Normal School			3	40	1,975		135		4	0	0	0	0	0	0	0	0	0	0	0	May 23.
California State Normal School	381	51	3	40	1,975		135		4	0	0	0	0	0	0	0	0	0	0	0	June, last week.
Connecticut State Normal School	36	29	3	39	1,200		2		0	0	0	0	0	0	0	0	0	0	0	0	June, 3d Wed.
Normal department of Delaware College	4	1	3	39	650		50		6	0	0	0	0	0	0	0	0	0	0	0	May, last Friday.
Delaware State Normal University	4	15	3	37	650		50		14	0	0	0	0	0	0	0	0	0	0	0	May, last Friday.
Normal department of Atlanta University	4	4	3	40	0	0	0		1	0	0	0	0	0	0	0	0	0	0	0	June 21.
Lewis High School			3	36	0	0	0		9	0	0	0	0	0	0	0	0	0	0	0	June.
Haven Normal School			3	35	0	0	0		8	0	0	0	0	0	0	0	0	0	0	0	February 7.
German Evangelical Lutheran Normal School	19	19	5	40	500				0	0	0	0	0	0	0	0	0	0	0	0	June 30.
Southern Illinois Normal University	4	4	4	39	3,100	675	350		10	0	0	0	0	0	0	0	0	0	0	0	June 30.
Chicago High School, normal department	35	35	2	40	100		18		12-18	0	0	0	0	0	0	0	0	0	0	0	June, 2d Thurs.
Northern Illinois Normal College (Rock River University). ^g			4	44	1,200	300			36	0	0	0	0	0	0	0	0	0	0	0	June.
Normal and Business School	0		3	37	400		4		26-30	0	0	0	0	0	0	0	0	0	0	0	

^a Tuition is free for normal students.
^b Incidental fee of 50 cents per month.
^c Matriculation fee.
^d 28 are graduates in a 3 years' course only; 14 of these are included in the number who have engaged in teaching.
^e Only an incidental expense of \$10 a year to each student agreeing to teach in the State.
^f Suspended for the year 1877.

[illegible]

TABLE III.—Statistics of normal schools for 1877, &c.—Continued.

Norm—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Graduates in the last year.		Number of years in full course of study.	Number of weeks in scholastic year.	Library.					Annual charge to each student for tuition.	Is drawing taught?	Has the school a collection of models, casts, apparatus, and examples for free hand drawing?	Is music taught?		School possesses a chemical laboratory?	School possesses a philosophical cabinet and apparatus?	School possesses a museum of natural history?	School possesses a gymnasium?	Model school attached to the institution?	Students receive diplomas on completion of course?	Graduates teach in State common schools without further examination?	Time of anniversary.
	Whole number.	Number who have engaged in teaching.			Number of volumes.	Increase in the last school year.	Number of volumes of pedagogical works.	Vocal.	Instrumental.													
1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	
Ellendale Teachers' Institute*								3	\$12	x	x	x	x	0	0	0	0	x	x	0	August.	
Shaw University	0	9	3	32	2,000			4		0	0	x	x	x	0	0	0	x	x	0	May, last Wed.	
Tlestone Normal School*	9	32	6	38	200					0	0	x	x	x	0	0	0	x	x	0	January 9.	
Northwestern Ohio Normal School	71	32	1,2	46	1,400	320	42	4	37-50	0	0	x	x	x	0	0	0	x	x	0	June, 2d Friday.	
Cincinnati Normal School	22	22	2	40	85	0	4	4	0	0	0	x	x	x	0	0	0	x	x	0	June, last week.	
Cleveland City Normal School	10	2	1	40	160	0	160	0	20	0	0	0	0	0	0	0	0	x	x	0	June, last week.	
Dayton Normal and Training School	3	70	4,6	40	125	50	25	2	0	0	0	0	0	0	0	0	0	x	x	0	June, last week.	
Hopedale Normal School*	3	70	2,4	40	1,800			6	160	0	x	x	x	x	0	0	0	x	x	0	June, last week.	
National Normal School	70	70	4	42	4,000	140			36-46	0	0	0	0	0	0	0	0	x	x	0	July 18 and 19.	
Western Reserve Normal School	0	0	4	42	42				32	x	x	x	x	0	0	0	0	x	x	0	June 17.	
Normal department, Mount Union College*	0	0	3	44	300				30-52	x	x	x	x	0	0	0	0	x	x	0	June 26.	
Orwell Normal Institute*	0	0	3	41	300				21-30	0	0	0	0	0	0	0	0	x	x	0	June 21.	
Southern Ohio Normal School*	6	6	4	38	200				30	0	0	0	0	0	0	0	0	x	x	0	June 15.	
Sandusky Training School	4	12	2,3	40	650	50	150	10	0	0	0	0	0	0	0	0	0	x	x	0	June, last week.	
Ohio Central Normal School	14	12	1,2,3	45	5,000				42	x	x	x	x	x	x	x	x	x	x	0	June, last week.	
Wilberforce University, normal department c.	0	0	2	38	6,000				20-40	x	x	x	x	x	x	x	x	x	x	0	June, last week.	
Ohio Free Normal School	12	5	2,3	42	650				d15	x	x	x	x	x	x	x	x	x	x	0	June, last week.	
Pennsylvania State Normal School, 6th district	11	9	2,2	42					42	x	x	x	x	x	x	x	x	x	x	0	June, 3d Thurs.	
Northwestern Normal College	17	16	6	42	2,100	0	600	25	42	0	0	0	0	0	0	0	0	x	x	0	June 19.	
Northwestern State Normal School	17	16	6	42	2,100	147	350	25	42	0	0	0	0	0	0	0	0	x	x	0	June 26.	
State Normal School at Indiana	7	6	6	42	224	147	15	10	60	0	0	0	0	0	0	0	0	x	x	0	June 21.	
Keystone State Normal School	22	31	2,3	42	400				50	x	x	x	x	x	x	x	x	x	x	0	June 27.	
Central State Normal School	26	26	4,4	42	400	20			50	x	x	x	x	x	x	x	x	x	x	0	June 27.	
Pennsylvania State Normal School, 2d district	34	34	2,6	42	4,000	100	25	4	0	x	x	x	x	x	x	x	x	x	x	0	June 25.	
Philadelphia Normal School for Girls	170	125	2,6	40	4,000	100	25	4	0	x	x	x	x	x	x	x	x	x	x	0	June 25.	

[illegible]

* From Report of the Commissioner of Education for 1876.

a To non-residents.

b In schools of the city.

The normal department was temporarily suspended.

Incidental expenses.

After 2 years of successful teaching.

University library.

/ For tuition and room rent.

g To normal students; \$12 to \$20 to others.

After 1 year of successful teaching.

MEMORANDA.

Chicago Kindergarten Training School, Chicago, Ill., not found; Northwestern Normal School, Kentland, Ind., closed; Normal School, Marton, Ind., only a summer school; Concordia State Normal School, Concordia, Kans., closed; Normal Department New Orleans University, New Orleans, La., no information received; St. Catherine's Normal Institute, Baltimore, Md., no information received; Ohio Normal School, Bloomingburg, Ohio, closed; Normal School, Medina, Ohio, consolidated with the Northern Indiana Normal School, Valparaiso, Ind.; Republic Normal School, Republic, Ohio, closed; Normal Course in Pacific University, Forest Grove, Oreg., no information received; State Normal School, Columbia, S. C., closed; Central Normal School, Humboldt, Tenn., closed.

TABLE IV.—Statistics of commercial and business colleges for 1877; from replies to inquiries by the United States Bureau of Education.

1	Name.	Location.	Date of charter.	Date of organization.	Principal.	Number of male instructors.	Number of female instructors.	Number of students.					
								Total number of students, excluding duplicate enrollments.		In day school.		In evening school.	
								Total	Male.	Total	Male.	Total	Female.
1	Sacramento Business College	Sacramento, Cal. (210 I street)	1873	1873	E. C. Atkinson	7	2	129	99	9	10	11	12
2	Head's Business College	San Francisco, Cal.	1864	1864	Edward P. Head	13	3	401	305	348	17	36	36
3	Garden City Commercial College	San José, Cal.	0	1869	Herman B. Worcester	3	1	61	61	57	4	0	0
4	Institute Business College	San José, Cal.	0		F. K. Simonds	2		85	85	80	5		
5	Moore's Southern Business University	Atlanta, Ga.	1858	1858	B. F. Moore, A. M., president	4		137	137	130	7		
6	Business course of Bowdon College	Bowdon, Ga.	1856	1856	John F. Williams, president			76	76	46	30		
7	Evergreen City Business College	Bloomington, Ill.	1875	1875	Marquam and Baker	4		125	98	98		27	27
8	Commercial course, St. Viateur's College	Bourbonnais, Ill.	1874	1874	Rev. Thomas Roy, C. S. V.	15		120	120	120			
9	Commercial course, St. Ignatius College	Chicago, Ill. (413 W. Twelfth street)	1870	1865	Rev. Thomas H. Miles, S. J.	6	0	103	103	0	0	0	0
10	Dyhrenfurth Business College	Chicago, Ill. (149 E. Randolph street)	1864	1858	Julius Dyhrenfurth	4		40	40				
11	H. B. Bryant's Chicago Business College	Chicago, Ill. (southeast corner State and Washington streets)	1862	1856	H. B. Bryant, president	12	1	508	400	460	30	78	75
12	Western Business College	Galesburg, Ill.	1862	1861	J. M. Martin & Bro.	2		212	125	110	15	87	64
13	Jacksonville Business College	Jacksonville, Ill.	1865	1865	George W. Brown	5		310	299	241	19	60	38
14	Joliet Business College	Joliet, Ill.	1866	1866	H. Russell	3	1	350	350	300	50	100	75
15	Northwestern Business College and Art School (department of Northwestern College)	Naperville, Ill.	1866	1872	J. George Cross, A. M.	3	1	200	260				
16	Parish's Central Illinois Business College and Telegraphic Institute	Peoria, Ill.		1865	A. S. Parish	2	2	210	104	142	22	46	39
17	Gen City Business College	Quincy, Ill. (508 Main street)	0	1865	D. L. Muselman	4		317	192	170	22	125	113
18	Becker's Rockford Business College	Rockford, Ill.		1860	E. C. A. Becker	3	1	115	75	63	22	40	36
19	Springfield Business College	Springfield, Ill.			S. Pognardus	5		118	78	65	13	60	40
20	Evansville Commercial College	Evansville, Ind. (corner Third and Main streets)	1856	1856	G. W. Hank and E. J. Wright	3	1	501	365	345	20	100	125
21	Indianapolis Business College and Telegraph Institute	Indianapolis, Ind. (N. Penn. avenue street)		1854	C. C. Koerner	12	1	600	450	410	40	150	125
22	Commercial department of Butler University	Terre Haute, Ind.		1870	C. E. Hollenbeck, A. M.	3		28	28	19	9		

24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100																							
Hall's Business College - Commercial department, University of Notre Dame.																																																																																																			
Terre Haute Commercial College.																																																																																																			
Burlington Business College.																																																																																																			
Clinton Commercial College.																																																																																																			
Davenport Business College.																																																																																																			
Dayville Commercial College.																																																																																																			
Hurd's National Business College of Upper Iowa University.																																																																																																			
Iowa City Commercial College*.																																																																																																			
Bayliss Mercantile College*.																																																																																																			
Muscatine Business College*.																																																																																																			
Ottumwa Business College.																																																																																																			
Western Business College.																																																																																																			
Commercial College of Kentucky University.																																																																																																			
Bryant & Stratton Business College.																																																																																																			
J. W. Blackman's Commercial College.																																																																																																			
Soul's Commercial College and Literary Institute.																																																																																																			
Dirigo Business College.																																																																																																			
Portland Business College*.																																																																																																			
Sedler's Bryant & Stratton Business College*.																																																																																																			
Bryant & Stratton Commercial School.																																																																																																			
French's Business and Nautical College.																																																																																																			
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Carter's Commercial College.																																																																																																			
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Goldsmith's Bryant & Stratton Business University.																																																																																																			
Mayhew Business College.																																																																																																			
Parson's Business College*.																																																																																																			
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Commercial and telegraphic department, Hillsdale College.																																																																																																			
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R. Garvin.																																																																																																			
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John Riley.																																																																																																			
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J. W. Warr.																																																																																																			
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L. A. Gray, A. M.																																																																																																			
W. H. Sedler, president.																																																																																																			
H. E. Hibbard.																																																																																																			
Charles French, A. M.																																																																																																			
George A. Sawyer.																																																																																																			
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J. H. Goldsmith.																																																																																																			
Ira Mayhew, L. D.																																																																																																			
Abdel C. Parsons.																																																																																																			
C. G. Swenaberg.																																																																																																			
Alexander C. Rideout.																																																																																																			
G. M. Devlin.																																																																																																			
William F. Parsons.																																																																																																			
H. P. Bartlett.																																																																																																			
C. C. Curtis and C. W. G. Hyde.																																																																																																			

Q Average number:

* From Report of the Commissioner of Education for 1876.

TABLE IV.—Statistics of commercial and business colleges for 1877, &c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Number of male instructors.	Number of female instructors.	Number of students.									
							In day school.					In evening school.				
							Total number of students, excluding duplicate enrollments.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
58 St. Paul Business College and Telegraphic Institute.	St. Paul, Minn.	.....	1865	William A. Faddie	4	...	227	2189	183	0	2108	108	0	0	0	0
59 St. Stanislaus Commercial College	Bay St. Louis, Miss.	1870	1855	Brother Florimond	10	0	130	130	130	0	0	0	0	0	0	0
60 Bryant's Business College	St. Joseph, Mo.	0	1864	Thomas J. Bryant, A. M., LL. B.	10	0	169	169	167	2	0	0	0	0	0	0
61 Bryant & Stratton Business College	St. Louis, Mo.	1861	1854	W. M. Carpenter	1	1	306	6306	6370	636	0	0	0	0	0	0
62 Jones' Commercial College	St. Louis, Mo. (415 Locust st.)	1849	1841	Jonathan Jones	3	3	256	6256	6223	6238	0	0	0	0	0	0
63 Monard City Commercial College	St. Louis, Mo. (210 North Fourth street).	1861	1859	Thomas A. Rice, A. M., LL. B.	5	0	248	158	155	3	90	90	0	0	0	0
64 St. Louis University (commercial course)	St. Louis, Mo.	1832	1859	James Rice, A. M., J. P. Metzger	6	0	142	142	142	0	0	0	0	0	0	0
65 Great Western Business College	Omaha, Neb.	1873	1873	Joseph E. Keller, A. J.	3	0	60	30	30	0	30	28	2	0	0	0
66 Bryant & Stratton College	Manchester, N. H.	1865	1865	George Rathbun	2	2	100	665	60	5	675	65	10	0	0	0
67 Elizabeth Business College	Elizabeth, N. J.	1865	1865	Prof. G. A. Gaskell	4	4	90	90	81	20	0	0	0	0	0	0
68 Bryant & Stratton Business College	Newark, N. J.	1872	1863	James H. Linsley, Phil. D.	8	0	140	80	72	8	60	50	10	0	0	0
69 Capital City Commercial College	Trenton, N. J.	0	1865	Arthur B. Clark	3	0	155	136	120	6	29	23	1	0	0	0
70 Folsom's Albany Business College	Albany, N. Y.	0	1858	W. B. Allen	3	0	100	75	75	0	35	25	0	0	0	0
71 Browne's Business College	Brooklyn, N. Y. (293 Fulton street).	0	1849	E. G. Folsom, A. M.	6	2	350	290	150	50	150	125	25	0	0	0
72 Claghorn's Bryant and Stratton Business College.	Brooklyn, N. Y. (35-44 Court street).	0	1861	Thomas R. Browne	6	2	187	187	179	8	0	0	0	0	0	0
73 French's Business and Telegraph College	Brooklyn, N. Y. (311 Fulton st., cor. Johnson street).	0	1868	Charles Claghorn	2	1	82	52	33	19	10	26	4	0	0	0
74 Wright's Business College	Brooklyn, N. Y. (E. D., 111 South Sixth street).	0	1873	George W. French	4	0	166	87	82	5	79	75	4	0	0	0
75 Bryant & Stratton Buffalo Business College	Buffalo, N. Y. (corner Main and Seneca streets).	0	1854	Henry C. Wright	1	1	34	36	23	13	46	39	7	0	0	0
76 Buffalo Practical School	Buffalo, N. Y. (23 W. Swan street).	0	1875	J. C. Bryant and Son	1	1	34	36	23	13	46	39	7	0	0	0
77 Buffalo Telegraph College	Buffalo, N. Y. (corner Main and Seneca streets).	0	1860	Herman Poole	2	1	34	36	23	13	46	39	7	0	0	0
				C. L. Bryant	2	1	34	36	23	13	46	39	7	0	0	0

STATISTICAL TABLES.

No.	Business	Address	1870	1871	1872	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	2101	2102	2103	2104	2105	2106	2107	2108	2109	2110	2111	2112	2113	2114	2115	2116	2117	2118	2119	2120	2121	2122	2123	2124	2125	2126	2127	2128	2129	2130	2131	2132	2133	2134	2135	2136	2137	2138	2139	2140	2141	2142	2143	2144	2145	2146	2147	2148	2149	2150	2151	2152	2153	2154	2155	2156	2157	2158	2159	2160	2161	2162	2163	2164	2165	2166	2167	2168	2169	2170	2171	2172	2173	2174	2175	2176	2177	2178	2179	2180	2181	2182	2183	2184	2185	2186	2187	2188	2189	2190	2191	2192	2193	2194	2195	2196	2197	2198	2199	2200	2201	2202	2203	2204	2205	2206	2207	2208	2209	2210	2211	2212	2213	2214	2215	2216	2217	2218	2219	2220	2221	2222	2223	2224	2225	2226	2227	2228	2229	2230	2231	2232	2233	2234	2235	2236	2237	2238	2239	2240	2241	2242	2243	2244	2245	2246	2247	2248	2249	2250	2251	2252	2253	2254	2255	2256	2257	2258	2259	2260	2261	2262	2263	2264	2265	2266	2267	2268	2269	2270	2271	2272	2273	2274	2275	2276	2277	2278	2279	2280	2281	2282	2283	2284	2285	2286	2287	2288	2289	2290	2291	2292	2293	2294	2295	2296	2297	2298	2299	2300	2301	2302	2303	2304	2305	2306	2307	2308	2309	2310	2311	2312	2313	2314	2315	2316	2317	2318	2319	2320	2321
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d Includes two lectures.

• Nearly all attend the evening school also.

b These are for evening school also.

• **Not fully organized under the present principal**

b These are for evening school also.

• Not fully organized under the present

* From Report of the Commissioner of Education for 1876.

Some students attend both day and evening school.

* From Report of the Commissioner of Education for

a Some students attend both day and evening school.

TABLE IV.—Statistics of commercial and business colleges for 1877, &c.—Continued.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Number of male instructors.	Number of female instructors.	Number of students.					
								In day school.		In evening school.			
								Total number of students, excluding duplicate enrollments.	Total.	Male.	Female.	Total.	Male.
	1	2	3	4	5	6	7	8	9	10	11	12	13
108	Bryant, Stratton & Smith Business College.....	Meadville, Pa.....	1865	1865	A. W. Smith.....	3	2	478	478	458	20	.....	.....
109	Bryant & Stratton Business College.....	Philadelphia, Pa. (108 South Tenth street).....	1867	1867	J. E. Soule.....	9	.....	657	657	657	0	.....	.....
110	Crittenden's Commercial College.....	Philadelphia, Pa. (1131 Chestnut street).....	1855	1844	John Groesbeck.....	9	.....	421	421	.....	.....	.....	.....
111	Peirce's Union Business College.....	Philadelphia, Pa. (39 South Tenth street).....	.....	1865	Thomas May Peirce, M. A.....	13	.....	423	325	304	21	98	97
112	Select Commercial School.....	Philadelphia, Pa. (Fifteenth and Chestnut streets).....	.....	1875	Chester E. Pond.....	1	.....	20	8	8	.....	12	9
113	Pottsville Business College.....	Pottsville, Pa.....	.....	1874	M. J. Goldsmith.....	1	.....	50	30	30	.....	20	15
114	Commercial course, St. Vincent's College*.....	Westmoreland County, Pa.....	1870	.....	Rt. Rev. B. Wimmer, O. S. B., president.....	.....	.....	64	64	64	.....	.....	.....
115	Williamsport Commercial College.....	Williamsport, Pa.....	.....	.....	J. W. Dersheimer.....	2	.....	106	106	84	22	.....	.....
116	Greenwich Commercial College.....	East Greenwich, R. I.....	.....	.....	Albert G. Scholfield.....	5	1	270	200	177	23	70	55
117	Scholfield's Commercial College.....	Providence, R. I. (137 Westminster street).....	1846	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
118	Warner's Polytechnic and Business College.....	Providence, R. I.....	1863	.....	W. W. Warner.....	9	2	304	252	229	23	52	41
119	Leddin's Business College.....	Memphis, Tenn.....	1867	.....	T. A. Leddin.....	3	.....	109	77	74	3	32	32
120	Frank Goodman & Co's Bryant & Stratton Business College.....	Nashville, Tenn.....	1865	.....	Frank Goodman.....	4	.....	174	133	133	.....	41	41
121	Galveston Commercial College.....	Galveston, Tex.....	1877	.....	Edward Livingston.....	2	.....	56	29	29	.....	27	27
122	Old Dominion Business College.....	Richmond, Va.....	1868	.....	George M. Nicol.....	1	.....	64	39	39	.....	25	25
123	Business College.....	Charleston, W. Va.....	.....	.....	A. J. M. Hosom.....	.....	.....	51	40	11	.....	23	18
124	Great Southern Business College.....	Parkersburg, W. Va.....	1876	.....	J. M. Frisner & Co.....	2	1	74	60	40	.....	23	18
125	National Business College.....	Wheeling, W. Va.....	1860	.....	Rev. J. M. Frisner, M. Steele, D. D., & Co., president.....	5	.....	60	60	40	.....	40	40
126	Commercial department, Lawrence University*.....	Appleton, Wis.....	1847	.....	.....	.....	.....	350	330	280	50	.....	.....
127	Fond du Lac Commercial College.....	Fond du Lac, Wis.....	1864	.....	S. V. Mason and L. B. Everedell.....	2	.....	100	75	60	15	26	26
128	Green Bay Business College.....	Green Bay, Wis.....	1868	.....	A. C. Elcockman.....	2	.....	100	75	60	15	26	26

TABLE IV.—Statistics of commercial and business colleges for 1877, &c.—Continued.

NOTE.—The branches taught are indicated by a x.

Name.	Number of students—					Branches taught.										Volumes in library.		Number of months of even- ing school.	Annual charge to each stu- dent for tuition.				
	Average age of students.					Common English and correspondence.	Penmanship.	Book-keeping.	Higher mathematics.	Surveying.	Banking.	Commercial law.	Political economy.	Life insurance.	Phonography.	Telegraphy.	Whole number.			Increase in the last school year.			
	In phonography.	In telegraphy.	In German.	In French.	In Spanish.																		
1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37
Bryant & Stratton College						18	x	x	x	x	x	x	x	x	x	x		700	100		52	7	\$100
Elizabeth Business College	5		7	4		184	x	x	x	x	x	x	x	x	x	x				6-11	40	6	110
Bryant & Stratton Business College	30		20			17	x	x	x	x	x	x	x	x	x	x		0	0		47	6	37, 75
Capital City Commercial College	0	0	0	0	0	17	x	x	x	x	x	x	x	x	x	x				4, 6, 12	52	6	50, 65, 100
Folsom's Albany Business College						18	x	x	x	x	x	x	x	x	x	x		200		12	52	12	50
Brown's Business College	10	5	0	0	0	184	x	x	x	x	x	x	x	x	x	x		250		12-20	48	0	125, 160
Claghorn's Bryant & Stratton Business College	17	0	57	2	1	20	x	x	x	x	x	x	x	x	x	x		0	0	12	52	12	60-100
French's Business and Telegraph College	0	38	0	0	0	20	x	x	x	x	x	x	x	x	x	x		100	0	10	42	7	80
Wright's Business College	6	0	13	0	0	16	x	x	x	x	x	x	x	x	x	x		685	195	9	52	6	100
Bryant & Stratton Buffalo Business College							x	x	x	x	x	x	x	x	x	x				52	40	9	60-100
Buffalo Practical School	0	0	3	4	0	184	x	x	x	x	x	x	x	x	x	x		2, 050		4	52	4	\$40, 50
Buffalo Telegraph College							x	x	x	x	x	x	x	x	x	x		0	0	5-6		6	50
Commercial department, St. Joseph's College	12	30	8			18	x	x	x	x	x	x	x	x	x	x				5-10	40	6	20-50
Elmira Business College	0	0	0	0	0	19	x	x	x	x	x	x	x	x	x	x				11	47	8	60, 125
Hudson Business College	1					17	x	x	x	x	x	x	x	x	x	x				10	40		60
Cady, Willison & Walworth's Business College	30	1				17	x	x	x	x	x	x	x	x	x	x							
Commercial department, College of St. Francis Xavier	0	0	46	31	0	15	x	x	x	x	x	x	x	x	x	x							
Dollbear's Commercial College						20	x	x	x	x	x	x	x	x	x	x					52	12	200
Packard's Business College	33	0	55	60	12	16	x	x	x	x	x	x	x	x	x	x		0	0	16	48	0	200
Paine's Business College	25	0				25	x	x	x	x	x	x	x	x	x	x				12	52	12	80-100
Rutherford's Business College							x	x	x	x	x	x	x	x	x	x							
Bathurst National Business College	15	40				19	x	x	x	x	x	x	x	x	x	x				3-4	52	5	550
Eastman Business University	0	0	0	0	0	21	x	x	x	x	x	x	x	x	x	x		0	0	6	51	5	50-100
Troy Business College	8	10	6			17	x	x	x	x	x	x	x	x	x	x		60		13	52	6	75
Bryant & Stratton Utica Business College						17	x	x	x	x	x	x	x	x	x	x				3-6	52	6	75
Wake Forest College	0	0	10	0	0	20	x	x	x	x	x	x	x	x	x	x				9-20	40	60	
Commercial department, St. Xavier College	6	0	16	0	0	26	x	x	x	x	x	x	x	x	x	x				6-20	44	6	

1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	2101	2102	2103	2104	2105	2106	2107	2108	2109	2110	2111	2112	2113	2114	2115	2116	2117	2118	2119	2120	2121	2122	2123	2124	2125	2126	2127	2128	2129	2130	2131	2132	2133	2134	2135	2136	2137	2138	2139	2140	2141	2142	2143	2144	2145	2146	2147	2148	2149	2150	2151	2152	2153	2154	2155	2156	2157	2158	2159	2160	2161	2162	2163	2164	2165	2166	2167	2168	2169	2170	2171	2172	2173	2174	2175	2176	2177	2178	2179	2180	2181	2182	2183	2184	2185	2186	2187	2188	2189	2190	2191	2192	2193	2194	2195	2196	2197	2198	2199	2200	2201	2202	2203	2204	2205	2206	2207	2208	2209	2210	2211	2212	2213	2214	2215	2216	2217	2218	2219	2220	2221	2222	2223	2224	2225	2226	2227	2228	2229	2230	2231	2232	2233	2234	2235	2236	2237	2238	2239	2240	2241	2242	2243	2244	2245	2246	2247	2248	2249	2250	2251	2252	2253	2254	2255	2256	2257	2258	2259	2260	2261	2262	2263	2264	2265	2266	2267	2268	2269	2270	2271	2272	2273	2274	2275	2276	2277	2278	2279	2280	2281	2282	2283	2284	2285	2286	2287	2288	2289	2290	2291	2292	2293	2294	2295	2296	2297	2298	2299	2300	2301	2302	2303	2304	2305	2306	2307	2308	2309	2310	2311	2312	2313	2314	2315	2316	2317	2318	2319	2320	2321	2322	2323	2324	2325	2326	2327	2328	2329	2330	2331	2332	2333	2334	2335	2336	2337	2338	2339	2340	2341	2342	2343	2344	2345	2346	2347	2348	2349	2350	2351	2352	2353</
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A There is also a polytechnic course, including civil and mechanical engineering and architectural drawing.

d Drawing is also taught.
e Three years.
f Board and tuition.
g Drawing and painting are also taught.

TABLE IV.—For memoranda concerning commercial and business colleges and for a list of those from which no information has been received, see page 390.

TABLE V.—*Statistics of Kindergärten for 1877; from replies*

Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		
					Number of.	Between the ages of.	Number of hours taught weekly.
1	2	3	4	5	6	7	8
1 Kindergarten	Brooklyn (East Oakland), Cal.	1877	Delia Augusta Curtis..	0	10	3-8	3
2 California Model Kindergarten.	Los Angeles, Cal. (134 Hill street).	1876	Miss Emma Marwedel.	0	10	3-9	4
3 Kindergarten	Santa Barbara, Cal. (Chapala street).	1877	Miss Katharine D. Smith.	0	12	3-10	3
4 Miss Beebe's Kindergarten.	Denver, Colo.	1877	Mrs. F. A. Collar	1	22	3-9	3-5
5 Kindergarten	Bridgeport, Conn. (287 Myrtle avenue).	1873	Miss Hannah W. Terry	4	80	4-9	5
6 Kindergarten	Atlanta, Ga. (corner Lee and Amos sts.).	1876	Anna E. Mills	7	3-7	3-5	
7 Fröbel School and Kindergarten.	Chicago, Ill. (482 West Washington street).	1873	Miss Sara Eddy	1	30	2-7	1
8 German Kindergarten.	Chicago, Ill. (296 West Jackson street).	1873	Miss Mathilde Burneester.	1	30	2-8	4
9 Kindergarten*	Chicago, Ill. (108 Langley avenue).	1876	Miss Josephine Jarvis.	1	10	2-7	3
10 Mrs. Putnam and Miss Howell's Kindergarten.*	Chicago, Ill. (Indiana avenue, near Twentyninth street).	1873	Mrs. Alice H. Putnam.	2	20	2-7	1
11 North Side German Kindergarten.	Chicago, Ill. (276 Chicago avenue).	1872	Miss Louise Martens..	10	3-7		
12 Park Institute Kindergarten.	Chicago, Ill. (103 Ashland avenue).	1874	Mrs. E. M. Howard	2	35	3-9	
13 Indianapolis Kindergarten.	Indianapolis, Ind. (2 East Michigan st.).	1875	Miss Alice Chapin	4	30	3-6	
14 Cedar Rapids Kindergarten.	Cedar Rapids, Iowa (60 Iowa avenue).	1877	Mrs. C. F. Madeira and Miss Bessie Madeira.	3	40	3-8	
15 Kindergarten of German and English Academy.	Louisville, Ky. (corner Second and Gray sts.).	1871	Frances Wise	0	28	4-7	5
16 Kindergarten of Mrs. W. B. Nold's school.	Louisville, Ky. (corner First and Chestnut streets).	1876	Miss E. C. Clark	24	3-8		
17 Mrs. Graham's Kindergarten.*	Louisville, Ky. (66 Breckenridgestreet).	1875	Mrs. Mary W. Graham.	2	30	3-7	
18 Bates Street Kindergarten. a	Lewiston, Me. (94 Park street).	1874	Anna G. Morse	0	20	4-7	

* From Report of the Commissioner of Education for 1876.

quiries by the United States Bureau of Education.

days in the week. Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
10	11	12	13
5	Weaving, sewing, perforating, modelling, &c.	-----	-----
5 50	All the usual occupations; also gardening and performing on different musical instruments.	All the ordinary Kindergarten appliances, a large garden, musical instruments, and a museum.	It animates and invigorates physically, while giving full scope to the development of mental and moral faculties.
5	Drawing, perforating, sewing, weaving, folding, peas work, stick and ring laying, tablets, &c.	All the usual appliances.....	Excellent.
5 40	Drawing, perforating, embroidery, weaving, folding, peas work, and modelling.	Fröbel's gifts, ruled tables, chairs, piano, pictures, plants, &c.	A marked improvement in the digestive and nervous development, and consequent quickening of the mental faculties.
5 40	Fröbel's occupations.....	Fröbel's gifts.....	Very satisfactory.
5 36	Sewing, weaving, pricking, drawing, stick laying, paper cutting and folding, and modelling.	All material necessary for the occupations.	A gradual yet rapid development of the mental and physical powers.
5 40	Fröbel's occupations.....	Fröbel's gifts, ruled tables, chairs, piano, plants, &c.	Energy of will and a corresponding energy of body; a power of concentration and a great aptitude for classification.
5 40	.....do.....	The usual appliances.....	Satisfactory in every respect.
5 40	Construction with building blocks, tablets, sticks, and rings; perforating, embroidery, weaving, folding, drawing, painting, modelling, &c.	Squared tables, low chairs, blocks, tablets, sticks, rings, cards, needles, beads, peas, &c.	All the members of the body are trained: the muscles, the senses, the powers of perception, comparison, memory, patience, obedience, &c.
5 40	Building, stick laying, weaving, perforating, peas work, ring laying, modelling, drawing, &c.	Squared tables, slates, chairs, &c.	Harmonious growth, the body, mind, and soul being equally and symmetrically developed.
5 40	Fröbel's occupations.....	Fröbel's 18 Kindergarten gifts	Satisfactory.
5 40	.....do.....	Fröbel's gifts.....	Development of the creative faculties; unforced and harmonious cultivation of intellect, feeling, and action; habits of industry, perseverance, order, regularity, &c.
5 40	Fröbel's occupations, music, gymnastics, &c., and natural history and reading for the advanced class.	The usual Kindergarten material and a piano.	Rapid and encouraging development of the mental and moral faculties.
5 40	Fröbel's gifts and occupations, calisthenics, games, &c.	Fröbel's gifts and materials for various occupations; a piano and all Kindergarten appliances.	Perfectly satisfactory to both parents and teachers.
5 40	Fröbel's occupations.....	Fröbel's gifts.....	Excellent.
5 40	Sewing, perforating, weaving, drawing, folding, stick laying, modelling, interlacing, paper cutting and mounting, games, dancing, gymnastics, and oral lessons in German.	Fröbel's gifts, tables, black-board, piano, pictures, &c.	Fosters habits of obedience, promptness, and neatness; cultivates the taste, develops any latent inventive genius; dancing gives grace of motion and polish of manner, while the gymnastic exercises are a physical improvement.
5 40	Fröbel's occupations.....	Fröbel's gifts, blocks, sticks, &c.	-----
5 36	Building, laying figures with tablets, staffs, and rings, perforating, interlacing slates, weaving, sewing, cutting and folding, peas work, &c.	All Kindergarten material...	Beneficial in all respects.

a See memoranda at close of table.

TABLE V.—*Statistics of Kindergärten for 1877; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		
						Number of.	Between the ages of—	Number of hours taught daily.
	1	2	3	4	5	6	7	8
19	Bates Street Kindergarten No. 18. a	Lewiston, Me. (box 512).	1875	Grace M. Crosby	0	19	4-5	5
20	Miss Williams' Kindergarten.	Baltimore, Md. (193 North Eutaw street).	1874	E. Otis Williams	1	13	3-5	3
21	Mount Vernon Institute Kindergarten.*	Baltimore, Md. (46 Mt. Vernon place).	1874	Mrs. Wilhelmine O'Donnell.	1	15	3-5	3
22	Mrs. Voigt-Hiehlo's German-American Kindergarten.	Baltimore, Md. (263 Lexington avenue).	1875	Mrs. Louisa Voigt.....	0	12	4-7	4
23	Patterson Park Kindergarten.	Baltimore, Md. (21 S'th Broadway).	1877	Misses French and Randolph.	3	8	3-5	4
24	Chauncy Hall School Kindergarten.*	Boston, Mass. (259 and 265 Boylston street).	1874	Alice E. Balch.....	10	34-7	.....	.....
25	Kindergarten	Boston, Mass. (28 Mt. Vernon street).	1871	Miss Nina Moore.....	11	3-5	3	.....
26	Private Kindergarten.*	Boston, Mass. (52 Chestnut street).	1873	Mary J. Garland and Rebecca J. Weston.	1	26	3-5	3
27	Public Kindergarten ..	Boston, Mass. (corner Somerset and Allston streets).	1870	Lucy H. Symonds	1	36	3-5	3
28	South End Kindergarten.	Boston, Mass. (154 West Concord street).	1873	Mrs. A. E. Gardner	3	18	3-7	4
29	Free Kindergarten	Cambridge, Mass. (Concord avenue).	1877	Helen Willson	0	22	3-7	3
30	Fröbel Kindergarten ..	Cambridge, Mass. (172 North avenue).	1875	Mrs. S. L. Cook	10	3-5	3	.....
31	Kindergarten	Cambridge, Mass. (62 Brattle street).	.....	Misses Macy and Bancroft.	.....	.....	.....	.....
32	Kindergarten	Cambridge, Mass. (Winthrop street).	.....	Miss Baxter .....	.....	.....	.....	.....
33	Florence Kindergarten.	Florence, Mass. (Pine street).	1876	Mrs. A. R. Aldrich	4	52	3-5	3
34	Kindergarten of Waltham New Church School.	Waltham, Mass. ....	.....	.....	.....	.....	.....	.....

* From Report of the Commissioner of Education for 1876.

ited States Bureau of Education—Continued.

ations of pupils.	Apparatus and appliances.	Effect of the system.
11	12	13
laying figures with beads, and rings, sew- ing, perforating, and cutting, inter- med peas work.	All Kindergarten material, books of games, &c.	The children are benefited physically by games; they gain rapidly ideas of color, proportion, beauty, &c., and soon learn to express their thoughts correctly.
occupations and read- ing for the older	Fröbel's Kindergarten gifts...	Such awakening and developing of the faculties of the child as enable it to make more rapid and intelligent progress in regular school studies than is possible without Kindergarten training.
weaving, drawing, modelling, embroid-	Fröbel's gifts, charts, chromos, and appliances for callis- thenics.	The physique is developed, the mind is trained for observa- tion, the perceptive faculties are quickened, &c.
ten occupations, object lessons, &c.	Slates, blocks, pictures, books, paper, card board, &c.	Attaches children to school; engenders a love for books, for regularity and order, freedom, and justice.
fts and occupations; ing in German and marching, games, ica, object lessons, tudy in German and of poetry suited to f the children.	Fröbel's gifts, tables, seats, pictures, ornaments, and a piano.	The children are strong and healthy in body, with habits of observation and thought, and trained memories.
ten occupations	All of the best and most re- cent apparatus and appli- ances.	Excellent.
occupations, and any sure quickness of ob- servation and ingenuity, at the same time of the children's pow- er the Kindergarten's and methods.	Balls, blocks, slates, tablets, blackboards, squared tables, &c.	Favorably develops the physical and mental powers.
staff laying, drawing, sewing, &c.	Kindergarten material	Generally very satisfactory.
stick laying, draw- ing, sewing, weaving, &c. object lessons, &c.	Fröbel's gifts	Harmonious development, physical, mental, and moral.
bel's occupations	All Kindergarten apparatus and appliances.	Do.
stick and ring laying, weaving, modelling, , drawing, &c.	Squared tables, chairs, slates, and all material necessary for the occupations.	It strengthens physically, makes the movements agile and graceful, quickens the powers of observation and judgment, and cultivates ease in expression of thought.
laying of sticks, tab- le, rings, drawing, paper folding, sew- ing, and modelling.	Squared tables, seats, plants, and other Kindergarten ma- terial.	Very satisfactory.
g, and stick laying, sewing, folding, clay modelling, &c.	All of Milton Bradley's Kin- dergarten gifts.	The children are healthy and happy, and their powers of observation and expression are rapidly and naturally de- veloped.

s See memoranda at close of table.

TABLE V.—*Statistics of Kindergartens for 1877; from reports to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		
						Number of.	Between the ages of—	Number of hours taught daily.
	1	2	3	4	5	6	7	8
35	Kindergarten	Yarmouthport, Mass ..	1872	Alice Matthews	0	10	3-7	3
36	Kindergarten of German-American Seminary.	Detroit, Mich. (251 E. Lafayette street).	1867	Auguste Hinze	0	30 to 58	3-6	3
37	Grand Rapids Kindergarten.	Grand Rapids, Mich. (55 Bostwick street).	1874	Miss Mary D. Hyde	0	18	3-6	3
38	The Misses Bacon's Kindergarten.	Grand Rapids, Mich. (54 Jefferson avenue).	1876	E. E. Bacon	1	28	3-8	3
39	Kindergarten	Minneapolis, Minn. (corner Third avenue south and Sixth st.).	.....	Mrs. Hunter .....	.....	.....	.....	.....
40	Kindergarten of Norwood Hall.*	St. Paul, Minn. (67 Irvine Park).	1876	Annie Louise Tarbell	20	3-8	4	4
41	St. Paul Kindergarten.	St. Paul, Minn. (36 Iglehart street).	1870	Mrs. M. W. Brown	6	50	4-7	4
42	Bates A. M. Kindergarten.	St. Louis, Mo. (corner Bates and Collins streets).	1876	Mollie A. Clark	2	68	3-7	3
43	Bates P. M. Kindergarten.*	St. Louis, Mo. (corner Bates and Collins streets).	1876	Sarah L. Tiffin	3	48	3-6	3
44	Carroll A. M. Kindergarten.	St. Louis, Mo. (corner Carroll and Buell streets).	1875	Sallie A. Shawk	5	58	5-7	3
45	Carroll P. M. Kindergarten.	St. Louis, Mo. (corner Carroll and Buell streets).	1875	.....do	2	58	5-7	3
46	Clay A. M. Kindergarten.	St. Louis, Mo. (corner Tenth and Farrar streets).	1876	Cornelia E. Chippendale.	4	52	3-6	3
47	Clay P. M. Kindergarten.	St. Louis, Mo. (corner Tenth and Farrar streets).	1876	Maggie Gorman	4	60	4-7	3
48	Divoll A. M. Kindergarten.	St. Louis, Mo. (Dayton street).	1874	Mary H. Waterman ...	6	70	3-7	3
49	Divoll P. M. Kindergarten.	St. Louis, Mo. (Dayton street).	1874	Miss Kate Sayers	4	70	4-7	3
50	Eads A. M. Kindergarten.*	St. Louis, Mo. (corner Fifteenth and Pine streets).	1876	Mrs. Clara B. Hubbard.	7	50	4-6	3
51	Eads P. M. Kindergarten.*	St. Louis, Mo. (corner Fifteenth and Pine streets).	1876	Mary L. Shirley	5	45	5-6	3
52	Everett A. M. Kindergarten.*	St. Louis, Mo. (1410 N. Eighth street).	1874	Kate H. Wilson	5	45	4-7	3
53	Everett P. M. Kindergarten.*	St. Louis, Mo. (1410 N. Eighth street).	1874	Ruth M. J. Graham	3	41	4-7	3
54	Franklin P. M. Kindergarten.	St. Louis, Mo. (corner Eighteenth street and Lucas avenue).	1875	Maggie H. Holland	3	40	3-7	3
55	Hamilton A. M. Kindergarten.	St. Louis, Mo. (Twenty-fifth and Davis sts.).	1875	Susie M. Simmons	5	55	3-7	3
56	Peabody A. M. Kindergarten.	St. Louis, Mo. (corner Carroll and Second Carondelet avenue).	1876	Laura Fisher	5	60	5-7	3

* From Report of the Commis

rise by the United States Bureau of Education—Continued.

10.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
	11	12	13
36	Fröbel's occupations	All necessary appliances for teaching Fröbel's system.	It quickens the perceptive faculties, gives nicety of touch, and promotes a healthy growth of body and mind.
44	Donal's gifts and occupations..	Fröbel's Kindergarten gifts..	Harmonious and natural development of mind and body.
46	All of Fröbel's occupations.....	.....	Very satisfactory in most cases.
40	Fröbel's occupations	All furnished by Steiger.....	Admirable.
40	Kindergarten occupations, singing, dancing, and callisthenics.	The usual ones	Promotes healthy development of body and brain.
40	All of the Fröbel occupations, with object lessons from nature and first lessons in geography taught with sand and water.	Fröbel's gifts, ruled tables, globes, chairs, blackboards, a piano, birds, plants, &c.	The physique is developed, the perceptive faculties are quickened, and mind and body both benefited.
....	Modelling, peas work, folding, perforating, sewing, slat work, making mats, &c.	All of the best and most recent apparatus and appliances.	Very beneficial and satisfactory.
58	Sewing, modelling, weaving, drawing, stick and ring laying, perforating, &c.	Gifts beginning with ball....	Very good physically, and the powers of thinking and seeing are quickened.
40	Those recommended by Fröbel.	Those given by Fröbel	Most excellent and satisfactory.
40	.....do .....	.....do	Do.
40	Perforating, sewing, drawing, folding, paper cutting and combining, interlacing, peas work, and modelling.	Balls, cubes, square and triangular tablets, sticks, rings, &c.	Very excellent both for physical and mental development.
40	Gift exercises, pricking, sewing, weaving, stick laying, singing, games, object lessons, modelling, and peas work.	All the materials necessary for their occupations, squared tables, rings, plates, cups, &c.	A development and strengthening of the muscles as well as of the mental faculties.
40	Those recommended in the Fröbel system.	Tables, chairs, and material for occupations.	Harmonious development of physical, mental, and moral nature.
40	.....do .....	.....do	Do.
40	Perforation, sewing, mat weaving, drawing, paper folding and cutting, interlacing, peas work, &c.	Eight gifts, mats, needles, paper, clay, peas, sticks, modelling tools, &c.	It makes the children active and graceful, cheerful, generous, and observing.
40	Perforating, sewing, mat weaving, drawing, paper folding and cutting, peas work, modelling, &c.	Eight gifts, mats, needles, paper, worsted, clay, peas, sticks, &c.	Good physically, and as a preparation for common schools.
40	Fröbel's system	Fröbel's materials	Good.
40	.....do .....	.....do	Do.
40	Modelling, peas work, perforating, weaving, sewing, paper cutting and folding, drawing and gift lessons.	Those necessary for the occupations.	
40	Fröbel's occupations.		
44	Those recommended by Fröbel, weaving, sewing, folding, &c.	Those used by Fröbel.....	Excellent in every way, strengthening and highly developing.

TABLE V.—*Statistics of Kindergärten for 1877; from replies to*

Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		
					Number of.	Between the ages of—	Number of hours taught daily.
1	2	3	4	5	6	7	8
57 Peabody P. M. Kindergarten.	St. Louis, Mo. (corner Carroll and Second Carondelet avenue).	1876	Lizzie J. Hart	4	80	4-8	2
58 Pope A. M. Kindergarten.*	St. Louis, Mo. (corner Laclède and Ewing streets).	1877	Rebecca H. Woodson ..	6	65	4-7	3
59 Pope P. M. Kindergarten.*	St. Louis, Mo. (corner Laclède and Ewing streets).	1877	.....do	4	56	4-7	3
60 Webster A. M. Kindergarten.	St. Louis, Mo. (corner Eleventh and Jefferson streets).	1875	Nora H. Dorn	3	75 to 90	4-7	3
61 Webster P. M. Kindergarten.*	St. Louis, Mo. (1905 Washington street, Carr place).	1875	Ida May George	5	62	4-7	3
62 Kindergarten*	Manchester, N. H. (587 Union street).	1876	Miss M. A. Lund	12	3-7	3	
63 Private Kindergarten*.	Manchester, N. H. (corner Main and Temple streets).	1874	Anna Held	2	18	3-7	3
64 Kindergarten	Camden, N. J. ....	.....	Miss Minnie C. Morton.	.....	.....	.....	.....
65 Kindergarten department of public school.	Carlstadt, N. J.	1875	Augusta Lawrenz	0	50	5-7	4
66 Kindergarten	Englewood, N. J. (box 219).	1877	Miss A. B. Nichols	0	10	3-0	3
67 Kindergarten of Hackensack Academy.	Hackensack, N. J.	1874	Miss K. E. Poor	0	6-25	4-8	3
68 Kindergarten	Hoboken, N. J. ....	.....	Miss Renee	1	45	4-7	4
69 Kindergarten of Hoboken Academy.	Hoboken, N. J. (Fifth st., between Meadow and Willow streets).	1861	Miss Louise Luther ..	1	45	4-7	4
70 Kindergarten of the German, English, and French Academy.	Hoboken, N. J. (272 Bloomfield street).	1872	Miss Bella Klingsöhr..	1	16	3-7	5
71 Kindergarten of the Martha Institute.	Hoboken, N. J. (corner Sixth street and Park avenue).	1873	Miss Magdalena Horeis	30	4-6	5	
72 Miss M. S. Schmidt's Kindergarten.	Hoboken, N. J. (352 Bloomfield street).	1875	Miss A. Kamm .....	.....	{ 20 to 30 }	4-7	4
73 Montclair Kindergarten.	Montclair, N. J.	1872	Miss Annie E. Hawes.	1	{ 20 to 25 }	3-7	3
74 Kindergarten	Morristown, N. J. (South street).	1875	Miss E. F. R. Campbell.	1	20	4-7	3
75 Kindergarten of St. Peter's Parish School.	Newark, N. J. (21 Livingston street).	1871	Sister Mary Magdalene	2	85	3-7	5

* From Report of the Comd.

series by the United States Bureau of Education—Continued.

Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
10	11	12	13
40	Pricking, sewing, folding, weaving, cutting, stick laying, gift exercises, modelling, and peas work.	Those used by Fröbel.....	It strengthens the body, exercises the senses, and develops all the faculties in a natural manner.
40	Pricking, sewing, weaving, folding, peas work, stick laying, modelling, &c.	Balls, cubes, angles, squares, sticks, &c.	Health and vigorous condition of body and mind.
40	.....do.....	.....do.....	Do.
40	Pricking, sewing, drawing, weaving, interlacing, folding, cutting, peas work, modelling, &c.	Paper, zephyr worsted, card-board, needles, sticks, peas, clay, &c.	The muscles are harmoniously developed and the child is brought into a sympathy with man and nature which early teaches him to think and act for himself.
40	Weaving mats, sewing, pricking, drawing, folding, pasting, object lessons, games, &c.	Squared tables, chairs, plates, rings, baskets, blackboards, &c.	Mental and physical development according to natural laws.
40	The usual occupations	Fröbel's gifts.	
43	The usual Fröbel occupations.	Fröbel's gifts, minerals, stuffed birds and animals, pictures, plants, and flowers.	Salutary.
44	Fröbel's occupations and preparatory exercises for reading, writing, and arithmetic.	Fröbel's gifts, pictures, piano, slates, &c.	It is a healthy and harmonious development of body, mind, and soul.
40	Weaving, pricking, sewing, games, gymnastics, drawing, modelling, paper cutting, mounting, folding, and interlacing.	Fröbel's gifts, balls, cubes, cylinders, tablets, sticks, rings, a blackboard, &c.	Do.
40	Callisthenics, marching, drawing, weaving, modelling, writing, reading, spelling, arithmetic, object lessons, &c.	Dumb bells, worsteds, mats, slates, sticks, cubes, triangles, cases for specimens, &c.	The awakening and expanding of the perceptive and reflective powers, and the strengthening and developing of the physical.
44	Fröbel's occupations	Fröbel's gifts	Beneficial in every respect.
44	Fröbel's occupations, paper folding, weaving, modelling, drawing, singing, building, &c.	.....do.....	Healthful to mind and body.
44	The usual Kindergarten occupations and elementary branches in German and English.	The usual Kindergarten apparatus and toys.	Habits of obedience, kindness to each other, and a thorough preparation for primary class instruction.
44	Fröbel's occupations	Fröbel's gifts.	
40	The usual Kindergarten occupations.	Fröbel's gifts and materials.	Develops originality, dexterity, powers of observation, habits of order and neatness, and quickens the perceptive faculties.
40	Building, stick, ring, and tablet laying, perforating, weaving, embroidering, peas work, paper folding and cutting, drawing and painting, games, gymnastics, exercise songs, &c.	Fröbel's gifts, squared tables, blackboards, drawing books, apparatus for teaching color and form, natural history charts, &c.	Excellent.
48	All of Fröbel's occupations, peas work, singing, gymnastics, &c.	All of Fröbel's gifts, cubes, blocks, gymnastic apparatus, &c.	Beneficial to mind and body.

er of Education for 1876.

TABLE V.—Statistics of Kindergärten for 1877; from replies to

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		
						Number of.	Between the ages of—	Number of hours taught daily.
	1	2	3	4	5	6	7	8
76	Kindergarten of the German - American Elementary and Real School.	Newark, N. J. (19 Green street).	1872	Herrmann Schuricht, director.	3	75	4-7	5
77	Kindergarten of the Twelfth Ward German-English School.	Newark, N. J. (Niagara street).	1874	Mary C. Beyer	1	56	3-7	5
78	Fröbel's Kindergarten, St. Agnes School.	Albany, N. Y. (Elk street).	1876	Miss Mary C. Peabody	16	4-7	3	
79	Miss Helen Hart's Kindergarten.	Auburn, N. Y. (box 525).	1876	Miss Helen E. Hart....	2	14	3-7	4
80	Brooklyn Fröbel Kindergarten.	Brooklyn, N. Y. (22 First Place).	1877	Misses Mary and Elizabeth Sharpe.	1	17	3-8	3
81	Columbian Kindergarten.	Brooklyn, N. Y. (209 Clinton avenue).	1872	Mrs. A. W. Longfellow	2	30	3-7	3-4
82	Fröbel Kindergarten..	Brooklyn, N. Y. (398 Adelphi street).	1877	Miss Lena Schroeder	8	3-7	2½	
83	Kindergarten	Brooklyn, N. Y. (360 State street).	1873	Miss E. Christiansen..	2	20	3-7	5
84	Kindergarten of Lockwood's New Academy.*	Brooklyn, N. Y. (139 S. Oxford street).	1870	Miss Celina Coughlin .	0	17	3-7	3
85	Miss A. M. Anderson's Kindergarten.	Brooklyn, N. Y. (175 St. James Place).	1876	Miss Annie M. Anderson.	1	16	3-7	3
86	Kindergarten of the Poppenhusen Institute.	College Point, N. Y....	1871	E. V. Briesen	1	110	3-6	5
87	Dansville Seminary Kindergarten.*	Dansville, N. Y. (corner Liberty and Elizabeth streets).	1876	Mrs. E. S. Brodt	1	55	3-9	4
88	Miss Devereux's Kindergarten.	Irvington-on-the-Hudson, N. Y. (Main st.).	1875	Mrs. S. S. Ropes	0	12	3-7	3
89	American Kindergarten.	New York, N. Y. (33 West Forty-fifth street).	1860	Miss E. M. Coe	5	(40) (10) (50)	3-10	4
90	Kindergarten	New York, N. Y. (241 East One Hundred and Nineteenth street).	1877	Miss Mathilde Becker.	1	18	3-7	4
91	Kindergarten of Moeller Institute.	New York, N. Y. (336 West Twenty-ninth street).	1872	Miss Caroline Hoffmann.	27	4-7	5	
92	Kindergarten of Mrs. Froehlich's School.	New York, N. Y. (28 East Fiftieth street).	1874	Miss Ida Stieglitz.....	1	32	4-7	4

* From Report of Commis

United States Bureau of Education—Continued.

Occupations of pupils.	Apparatus and appliances.	Effect of the system.
11	12	13
Fröbel's occupations, for the older children, drawing, object lessons, gymnastics, and geometrical combinations.	Fröbel's gifts, pictures, plants, piano, &c.	Very beneficial.
Lessons, movement building, tablet, staff, playing, drawing, per- forming, embroidering, weav- ing, paper folding, as work, modelling,	Pictures, plants, minerals, tablets, staffs, rings, and any other material necessary for the occupations.	The mind is awakened and trained, the inventive powers are called into action, and the child learns to express his thoughts with ease.
Building, weaving, stick and ring laying, g, &c.	.....	Most excellent.
Stick, ring, and tab- ling, drawing, inter- peas work, gymnas- tic singing.	Kindergarten tables, boxes of all the gifts, slates, &c.	Very satisfactory.
Fröbel's gifts and occu- pations; gymnastic exercises, French, and Eng- lish suitable for chil-	All necessary for the occu- pations.	Not possible to determine in one year's experience.
occupations	Fröbel's gifts and materials, cabinet and museum of nat- ural history.	Healthy and natural develop- ment in all respects.
occupations	Fröbel's gifts	Excellent.
g, drawing, playing, modelling, sewing, elementary branches French and German.	.....	The mental and moral natures are developed and strength- ened, and the child thoroughly prepared for the elementary grade of any school.
occupations of the system.	Building blocks, weaving materials, cardboard, let- ters, triangles, charts, &c.	Excellent.
g, building, paper cut- ting and folding, sewing, g, drawing, modelling, work, &c.	All Kindergarten material...	The child becomes strong and graceful, polite and thought- ful; its inventive powers are developed, and knowledge ear- nably sought.
occupations .....	.....	Excellent in every respect.
games, gymnastics, instruction, map and drawing, &c.	Toys, games, blackboards, map board, Fröbel's gifts, &c.	Quickness in learning, grace of movement, &c.
occupations	All Kindergarten material...	Its developing power upon the mind is astonishing and de- lightful to any sincere lover of children or of true educa- tion.
Building, weaving, stick laying, peas work, drawing and drawing, mak- ing without words, mod- elling the alphabets and form, perforating,	All the material necessary for the occupations.	Satisfactory in every respect.
occupations	Fröbel's gifts	Beneficial to mind and body.
all occupations	The usual materials	Excellent.
and occupations of Fröbel's system.	Fröbel's gifts, gymnastic apparatus, piano, plants, &c.	It strengthens the body, exer- cises the senses, employs the mind, &c.

in 1876.

TABLE V.—*Statistics of Kindergärten for 1877; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		
						Number of.	Between the ages of—	Number of hours taught daily.
	1	2	3	4	5	6	7	8
93	Kindergarten of the German-American School of the Nineteenth Ward.	New York, N. Y. (244 East Fifty-second street).	1869	Peter Stahl.....	1	57	4-6	5
94	Miss Jandon's Kindergarten.	New York, N. Y. (32 East Thirty-first street).	.....	.....	.....	.....	.....	.....
95	Mrs. Smuller's Kindergarten.	New York, N. Y. (Fifth avenue, southeast corner One Hundred and Twenty-sixth street).	1873	Miss A. M. Smuller....	3	15	3-7	4
96	Normal Training School for Kindergartners and Model Kindergarten.	New York, N. Y. (9 West Twenty-eighth street).	1872	Prof. John Kraus and Mrs. Maria Kraus-Bölte.	5	60	3-7	3 1/2
97	Kindergarten der Rochester Realschule.	Rochester, N. Y. (7 and 9 Mortimer street).	1872	Hermann Pfäefflin	1	25	4-7	5 1/2
98	Mrs. A. Hollister's Kindergarten.*	Syracuse, N. Y. (620 Chestnut street).	1877	Mrs. A. Hollister	8	.....	.....	.....
99	Kindergarten of Seamen's Orphan Asylum.	West New Brighton, N. Y. (box 65).	1874	Miss C. M. Thompson	30	3-7	3	.....
100	Kindergarten of Cincinnati Wesleyan College.	Cincinnati, Ohio (Wesley avenue).	1876	Elizabeth A. Mellick	10	3-8	3	.....
101	Miss Helene Goodman's Kindergarten.	Cincinnati, Ohio (87 West Seventh street).	1877	Miss Helene Goodman.	1	15	3-7	3
102	Brook's School Kindergarten.	Cleveland, Ohio (Sibley street).	1875	Emma F. Read	2	33	3-7	3
103	East Cleveland Kindergarten.	Cleveland, Ohio	1877	.....	.....	.....	.....	.....
104	Trinity Kindergarten*	Toledo, Ohio (corner St. Clair and Adams streets).	1875	Miss Cornie S. Parker.	1	20	3-7	3
105	Kindergarten of the Ohio Central Normal School.	Worthington, Ohio	1876	Mrs. A. B. Ogden	0	11	3-7	3
106	American Kindergarten.	Germantown, Pa. (4840 Main street).	1876	Miss Ada M. Smith.....	12	3-9	4	.....
107	Germantown Kindergarten.	Germantown, Pa. (corner Mill and Main streets).	1874	Miss Marianna Gay.....	1	14	3-6	3
108	American Kindergarten of Philadelphia Seminary.	Philadelphia, Pa. (719 Brown street).	1877	Mrs. Sarah T. Price	14	3-7	3	.....
109	German-American Kindergarten.	Philadelphia, Pa. (23 South Nineteenth st.).	1874	Miss Anna Bennett.....	2	11	3-8	3 1/2
110	Kindergarten*	Philadelphia, Pa. (1527 Spruce street).	.....	Miss Dewing.....	.....	.....	.....	.....
111	Kindergarten	Philadelphia, Pa. (1333 Pine street).	1874	Mrs. M. L. Van Kirk ..	2	33	3-7	3

* From Report of the Commissioner of Education for 1878.

United States Bureau of Education—Continued.

ions of pupils.	Apparatus and appliances.	Effect of the system.
11	12	13
el's occupations; astics, &c.	Object pictures, imitations of animals, light staves, wooden bells, &c.	Thorough preparation for the lowest elementary grade of the school.
ipations, with the need occupations, ig, spelling, and r the older chil-	Fröbel's gifts, appliances for calisthenics, piano, organ, &c.	A healthy and harmonious de- velopment of both body and mind.
ipations, gymnas- sions, stories, gar- care of domestic	Fröbel's gifts, plants, mu- seum and cabinet.	Harmonious development. It teaches combination of know- ing with doing.
ns, singing, draw- g, gymnastics, ex- memory, paper weaving.	Ruled slates, blocks, balls, colored mats, scissors, sticks, &c.	Promotes physical and mental development.
ipations	Fröbel's gifts.	
.....do .....	.....do	Very beneficial.
cupations, weav- g, peas work, draw- g, and modelling.	A complete set of materials.	Improved physical condition and strengthened intellects.
g's gifts and occu-	Fröbel's gifts	Training the awakening pow- ers of a child's mind in a natu- ral and healthy manner, and strengthening his threefold nature.
l's occupations....	A full set of the ordinary apparatus and furniture, blackboards, globes, prisms, &c.	Admirable in every respect, and an excellent means of in- suring superior application to after studies.
.....do	Fröbel's gifts	Excellent.
wing, stick, ring, laying, weaving, lding, peas work, ng.	The usual Kindergarten ma- terial, piano, birds, flowers, pictures, &c.	Growth in every direction.
upations, lessons rm, natural his- g, writing, spell- g, singing, and cal-	Miss Coe's Kindergarten ma- terial, cabinet containing specimens of natural his- tory, piano, &c.	The body is strengthened, hab- its of concentration and obe- dience formed, conversational powers developed, &c.
sewing, weaving, cas work, prick- folding, making th rings, cubes, &c.	Many of Fröbel's gifts, piano, blackboard, plants, birds, tables, pictures, illustra- tions of the animal, vegeta- ble, and mineral kingdoms, &c.	Command of powers of body and mind, strength, agility, and grace of body, accuracy in the use of senses, refine- ment of imagination, ease and exactness in the use of lan- guage.
and 3d gifts, the ets of the 7th gift, sewing, weaving, odelling, interlac-	A ruled blackboard, squared tables, small chairs, &c.	Habits of attention and order are gained and the moral effect is excellent.
el's occupations, ewing, pricking, orking in clay, &c.	Fröbel's gifts, blocks, balls, slats, planes, &c.	Good.
l's occupations....	All Kindergarten material, tables, chairs, blackboards, plants, birds, &c.	A development mentally and physically and a superior preparation for the advanced class.

h of the Brook's School Kindergarten and has now become a part of it.

TABLE V.—*Statistics of Kindergärten for 1877; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		
						Number of pupils between the ages of 3 and 6.	Number of hours taught daily.	
	1	2	3	4	5	6	7	8
112	Miss Fannie M. Schleigh's Kindergarten.	Philadelphia, Pa. (Eighteenth street and Girard avenue).	1877	Miss F. M. Schleigh...	3	32	3-11	4
113	Normal Training School for Kindergarten Teachers.	Philadelphia, Pa. (Fifteenth and Race streets).	1877	Miss Ruth R. Burritt...				
114	Miss Wilson's Kindergarten.	Pittsburgh, Pa. (36 Sixth street).	1875	Miss C. B. Morehouse...	1	26	3-7	1
115	Kindergarten at the Normal Academy of Music.	Reading, Pa. (corner Eighth and Penn sts.).	1877	Miss Alice Alcott.....		20	3-7	4
116	West Philadelphia Kindergarten.	West Philadelphia, Pa. (4301 Spruce street).	1876	Miss Mary J. Rider ...	1	20	3-8	4
117	Private Kindergarten.	Wilkes-Barre, Pa. (River street).	1874	Miss Bertha Voss.....	0	25	3-7	3
118	Williamston Female College Kindergarten.	Williamston, S. C.....	1876	Miss Franciade Wagner.	1	24	5-9	2
119	First English Kindergarten.	Milwaukee, Wis. (Tenth street).	1876	Mrs. Eudora Hailmann	2	(25) (10) (40)	3-8	3
120	Kindergarten der Northwest Seite.	Milwaukee, Wis.....	1874	Pauline Schinckel.....	1	60	3-7	3
121	Kindergarten of German and English Academy.*	Milwaukee, Wis. (635 Broadway).	1873	W. N. Hailmann.....	3	54	3-8	4-5
122	Milwaukee English Kindergarten.	Milwaukee, Wis. (493 Jefferson street).	1875	Mrs. Charles H. Clarke	2	45	3-7	4
123	South Side Kindergarten.*	Milwaukee, Wis. (Greenbush street).	1874	Ida Beckley.....	1	40	3-7	5
124	West Side Kindergarten.*	Milwaukee, Wis. (corner Prairie and Seventh streets).	1874	Miss Louise T. D. Dethloffa.	2	60	3-7	5
125	Misses Perley's Kindergarten.	Washington, D. C. (509 Fourth street).	.....	Miss L. Emeline Brown	0	19	3-7	3
126	Misses Pollock and Noerr's German-American Kindergarten.	Washington, D. C. (1127 Thirteenth st., n. w.).	1875	Misses Pollock and Noerr.	4	50	3-12	4
127	National Kindergarten and Primary School.	Washington, D. C. (929 Eighth street).	1875	Mrs. Louise Pollock...	3	36	2-10	4
128	Select School and Kindergarten.	Washington, D. C. (800 Eighteenth st., n. w.).	1875	Miss A. D. Merrill and Miss B. C. Graves.	1	70	3-16	4
129	Washington Female Seminary Kindergarten.	Washington, D. C. (1023 Twelfth street, n. w.).	1873	H. N. Douglas.....		20	4-9	5

* From Reports of the Com.

es by the United States Bureau of Education—Continued.

Occupations of pupils.	Apparatus and appliances.	Effect of the system.
11	12	13
Singing, lessons in color and form, gymnastics, simple lessons in English and German, blackboard exercises, drawing, classification of objects in the three kingdoms, &c.	Flowers, birds, fishes, pictures, and the twenty gifts of Fröbel.	Improved physical condition, a strengthening of the perceptive and reflective powers, and a careful cultivation of the heart.
The gifts, occupations, and gymnastics designed by Fröbel.	All the material necessary for Fröbel's occupations, piano, &c.	Habits of application and close observation, promotes a vigorous growth of the intellect, with remarkable practical development of the moral nature. Promotes harmonious development of all faculties.
Fröbel's occupations	Fröbel's gifts	
Fröbel's occupations, building, stick and tablet laying, drawing, sewing, weaving, &c.	Fröbel's gifts, chairs, squared tables, plants, &c.	It cultivates a regard for the rights of others, renders them accurate in intellectual occupations and cheerful in disposition.
The usual occupations and German lessons.	Fröbel's gifts	A healthy development of mind and body.
Fröbel's 1st, 2d, 3d, 4th, 5th, 9th, 10th, 11th, 12th, 14th, 15th, and 16th gifts.	All necessary for the occupations.	Good beyond our most sanguine hopes.
Weaving, folding, interlacing, drawing, perforating, building, peas work, modelling, singing, gymnastics, &c.	Balls, blocks, slates, peas, wax, clay, charts, blackboards, plants, pictures, fish, birds, &c.	Improved physical and nervous condition, a cultivation of the powers of observation and expression, and a capacity to appreciate and enjoy whatever is beautiful in nature.
Stick laying, network, drawing, weaving, pricking, embroidery, peas work, ring laying, paper folding, and gymnastics.		
Usual Kindergarten occupations.	Fröbel's gifts and Müller's tablets.	
All of Fröbel's gifts and occupations.	Piano, aquarium, flowers, birds, stuffed animals, and other attractions.	It is the education of hand, head, and heart.
.....	The first fourteen gifts	Very good.
Modelling, sewing, weaving, 1st, 2d, and 3d gifts, object lessons, gymnastics, drawing, and the care of plants.	Kindergarten tables, chairs, slates, and natural objects.	Development of the threefold nature of the child.
All Kindergarten occupations and gifts by which they are taught to reason and reflect through the use of their bodily senses and their mental and spiritual perceptions.	Fröbel's gifts and objects for teaching form, color, and number, and pictures illustrative of natural history, of art, of physiology, &c.	Excellent in every respect.
Fröbel's occupations with singing and primary instruction for children over six years.	All necessary for the occupations, ruled blackboards, squared tables, natural history charts, &c.	Improved physical and nervous condition, skill of hands, habits of exactness, order, and cheerful obedience.
All of Fröbel's gifts and occupations.	All the usual apparatus and materials for callisthenics.	Each occupation and game has its special educational value; each is addressed to the gradual and healthy development of some part of the child's nature.
Object lessons, weaving, perforating, marching, singing, callisthenics, &c.		

Commercial colleges and Kindergärten from which no information has been received.

Name and location.	Name and location.
1. COMMERCIAL COLLEGES. Commercial department of Southern University, Greensboro', Ala. Art and Business College, Sacramento, Cal. Pacific Business College, San Francisco, Cal. Bloomington Business University, Bloomington, Ill. Western Business College, Leavenworth, Kans. Dolbear's Commercial College, New Orleans, La. Comer's Commercial College, Boston, Mass. Spalding's Commercial College, Kansas City, Mo. Parson's Commercial College, Louisiana, Mo. Bryant & Stratton Business College and Telegraphic Institute, Syracuse, N. Y. Mount Union Business College, Mount Union, Ohio. Iron City College, Pittsburgh, Pa. Dolbear's Commercial College, Nashville, Tenn. Morgan Business College, Salt Lake City, Utah.	Miss J. Baldwin's Kindergarten, Bridgeport, Conn. Kindergarten of Mrs. Brooks's School, Newton Centre, Mass. Franklin A. M. Kindergarten, St. Louis, Mo. Hamilton P. M. Kindergarten, St. Louis, Mo. Humboldt A. M. Kindergarten, St. Louis, Mo. Humboldt P. M. Kindergarten, St. Louis, Mo. Carondelet A. M. Kindergarten, South St. Louis, Mo. Carondelet P. M. Kindergarten, South St. Louis, Mo. Des Peres A. M. Kindergarten, South St. Louis, Mo. Des Peres P. M. Kindergarten, South St. Louis, Mo. Kindergarten of Miss Woodward's Seminary, Morristown, N. J. Beacon Street School Kindergarten, Newark, N. J. Miss Alston's Kindergarten, Newark, N. J. Kindergarten of Glens Falls Academy, Glens Falls, N. Y. Kindergarten of Mrs. Frederic Jonson's School, New York, N. Y. Volks-Kindergarten, Cincinnati, Ohio. Mt. Vernon Kindergarten, Philadelphia, Pa.
2. KINDERGÄRTEN. Home Kindergarten, Sacramento, Cal.	

TABLES IV AND V.—Memoranda.

Name and location.	Remarks.
1. COMMERCIAL COLLEGES. Commercial department, Eureka College, Eureka, Ill. Rock Island Business College, Rock Island, Ill. Crescent City Commercial College, Evansville, Ind. College of Business, Irvington, Ind. Normal Business College, Brooklyn, N. Y. Williamsburg Business College, Brooklyn, N. Y. Union Business College, Cleveland, Ohio. Franklin Business Institute, Columbus, Ohio. Moore's Business College, Piqua, Ohio. Long's Business Institute, Philadelphia, Pa. Burgess' Business College, Galveston, Tex.	Not a distinct department Closed. Consolidated with Evansville Commercial College. See Commercial department of Butler University; identical. Closed. Closed. See Spencerian Business College; identical. Suspended. Not found. Closed. Closed.
2. KINDERGÄRTEN. Kindergarten of Homesworth School, New Haven, Conn. (747 Chapel st.). North Side Kindergarten, Chicago, Ill. (148 North Dearborn street). The Misses Grant's Kindergarten, Chicago, Ill. (130 North Dearborn st.). Kindergarten of Georgetown Female Seminary, Georgetown, Ky. Bates Street Kindergarten, Lewiston, Me. (94 Park street) Bates Street Kindergarten No. 18, Lewiston, Me. (box 512) Deutscher-Fröbel Kindergarten und Elementarklasse, Baltimore, Md. Miss Lombard's Kindergarten, Boston, Mass. (21 Hancock street) Follen Street Kindergarten, Cambridge, Mass. Mrs. Gardner's Kindergarten, Jackson, Mich. Minneapolis Kindergarten (Mrs. E. R. Holbrook), Minneapolis, Minn. Madison A. M. Kindergarten, St. Louis, Mo. (219 Olive street) Madison P. M. Kindergarten, St. Louis, Mo. (219 Olive street) Miss Alexander's Kindergarten, St. Louis, Mo. (1525 Pine street) American Kindergarten (Miss C. G. Hulce), Newark, N. J. Miss Dora Cushman's Kindergarten, Newark, N. J. Misses French and Randolph's Kindergarten, New Brunswick, N. J. Kindergarten of the Vineland Institute, Vineland, N. J. Romsen Street Kindergarten, Brooklyn, N. Y. Kindergarten of Mrs. Sylvanus Reed's School, New York, N. Y. (8 East Fifty-third street). Kindergarten of the German-American School (Miss Becker), New York, N. Y. (159 East Eighty-fifth street). Miss Wright's Kindergarten, Poughkeepsie, N. Y. Centennial Kindergarten (Miss Ruth R. Burritt), Philadelphia, Pa. Kindergarten (Miss Stuke), Philadelphia, Pa., (447 North Seventh st.). Langton's Kindergarten, Philadelphia, Pa. East Side Kindergarten, Milwaukee, Wis. Irving Place Kindergarten, Washington, D. C. Kindergarten of Miss Osborne's School, Washington, D. C. (943 M st.). Miss Hooper's Kindergarten, Washington, D. C. (Le Droit Park)	Closed. Closed. Closed. Closed. Belongs to the public school system. Belongs to the public school system. See Mrs. Voigt-Hieble's German-American Kindergarten. Closed. Closed. Suspended. Has only a short summer term. Closed. Closed. Closed. Suspended. Closed. See Baltimore, Md. Closed. See Columbian Kindergarten; identical. Closed. See Kindergarten (241 East 119th street). Closed. See Normal Training School for Kindergarten Teachers. Removed; not found. Disposed of to Miss Minnie C. Morton, Camden, N. J. Closed. Closed. Closed. Closed.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since close of last academic year.	Entered school since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered school since close of last academic year.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1 Andrews Institute.....	Andrews Institute, Ala.....	1876	1874	John T. Blakemore, A. M.....	M. E.....	3	1	139	88	51	129	10	10	10	10	10	10	10	10
2 Wilcox Female Institute.....	Cumden, Ala.....	1850	1847	Rev. T. C. M. Golland.....	Non-sect.....	4	1	75	15	60	75	10	10	10	10	10	10	10	10
3 Greene Springs School.....	Greene Springs, Ala.....	0	1847	Henry Tutwiler, LL. D.....	Non-sect.....	2	1	60	35	25	35	15	10	10	10	10	10	10	10
4 La Fayette Male and Female College.....	La Fayette, Ala.....	1850	1850	S. J. Meadows.....	Baptist.....	1	1	60	35	25	35	15	10	10	10	10	10	10	10
5 Germania Institute.....	Talladega, Ala.....	1875	1875	James Barker.....	Non-sect.....	2	1	60	40	20	60	15	20	8	4	0	2	2	2
6 Talladega College.....	Talladega, Ala.....	1870	1870	Rev. Edward P. Lord, A. M.....	Cong.....	10	10	236	(236)	0	45	50	10	20	20	5	0	0	0
7 Park High School.....	Traskette, Ala.....	0	1879	James F. Park, A. M.....	Non-sect.....	3	0	100	100	0	45	50	10	20	20	5	0	0	0
8 Evening Shade College.....	Evening Shade, Ark.....	1872	1874	John W. Shaver.....	Non-sect.....	1	2	70	50	40	50	10	5	8	10	0	2	2	2
9 Greenwood Male and Female Institute.....	Greenwood, Ark.....	1876	1876	A. R. Tuff.....	Non-sect.....	1	2	70	50	40	50	10	5	8	10	0	2	2	2
10 Searcy District High School.....	Searcy, Ark.....	1874	1873	John W. Jones, A. M.....	Meth.....	2	4	135	70	65	115	20	20	20	20	20	20	20	20
11 St. Mary of the Pacific.....	Benicia, Cal.....	1871	1870	Rev. J. H. D. Wingfield, D. D., LL. D.....	P. E.....	3	4	30	0	30	30	6	7	7	7	7	7	7	7
12 Mills Seminary for Young Ladies.....	Brooklyn, Cal.....	1877	1871	Rev. C. T. Mills, D. D.....	Non-sect.....	7	10	200	0	200	186	103	103	2	2	0	0	0	0
13 Gilroy Seminary.....	Gilroy, Cal.....	0	1868	Sarah M. Severance.....	Non-sect.....	0	4	67	22	45	62	2	2	2	2	0	0	0	0
14 Immaculate Heart of Mary.....	Gilroy, Cal.....	1871	1871	Sister Mencia Martiano.....	R. C.....	0	4	50	31	23	23	12	12	12	12	12	12	12	12
15 Academy of Notre Dame.....	Marquette, Cal.....	1869	1866	Sister Aloysius.....	R. C.....	0	5	60	0	60	44	13	13	13	13	13	13	13	13
16 Napa Collegiate Institute.....	Napa City, Cal.....	1870	1870	A. E. Lasher, A. M.....	Meth.....	5	4	187	101	86	107	40	40	40	40	40	40	40	40
17 Napa Ladies' Seminary.....	Napa City, Cal.....	1872	1870	Miss S. F. McDonald.....	Non-sect.....	1	10	125	0	125	125	40	40	40	40	40	40	40	40
18 Convent of Our Lady of the Sacred Heart.....	Oakland, Cal.....	1868	1868	Sister Mary John the Baptist.....	R. C.....	0	19	63	0	63	90	3	75	75	75	75	75	75	75

• From Report of the Commissioners of Education for 1876.

TABLE VI.—Statistics of institutions for secondary instruction for 1877, &c.—Continued.

NOTE. — * indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since close of last academic year.	Entered scientific school since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for scientific course in college.	Preparing for classical course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.		
19 Golden Gate Academy	Oakland, Cal.	1871	1871	D. P. Sackett, A. M.	Cong.	6	3	9	50	5	35	20	16	15	5	5	1		
20 Placerville Academy	Placerville, Cal.	0	1861	E. B. Conklin, A. M.	Non-sect	4	3	128	56	72	63	19	12	1	5	1			
21 Goethe's German School	Sacramento, Cal. (12th and K sts.)		1867	H. J. Goethe	Non-sect	1	1	118	75	43	118	...	100	...	...	...	...
22 Sacramento Home School*	Sacramento, Cal. (H. bet. 13th and 14th sts.)	0	1870	Mrs. F. M. Ross .....	...	...	2	25	10	15	25	...	...	0	0	0	0		
23 Sacramento Institute	Sacramento, Cal.		1876	Brother Chanan	R. C.	12	0	350	350	0	300	50	50	...	...	50	5		
24 Sacramento Select School	Sacramento, Cal. (L. near 6th st.)		1870	Mrs. A. C. Curtis	Meth.	1	1	97	60	37	97	...	...	30	30	9	...		
25 Sacramento Young Ladies' Seminary	Sacramento, Cal.		1862	William S. Hunt	Non-sect	1	1	52	30	22	52	1	1	1	3	2	4		
26 St. Joseph's Female Academy	Sacramento, Cal. (cor. 8th and G sts.)	1875	1858	Superior of Sisters of Mercy	R. C. ....	...	8	332	0	332	332	...	...	...	...	...	...
27 Point Loma Seminary	San Diego, Cal.	0	1873	Rev. and Mrs. O. W. Gates	Baptist.	2	1	27	11	16	27	2	3	0	1	0	...		
28 College of Notre Dame, Mission San Francisco	San Francisco, Cal.	1876	1866	Sister Aloysia of the Cross	R. C.	0	18	500	0	500	200	50	100	...	...	...	...
29 Home Institute*	San Francisco, Cal. (218 Eddy st.)		1866	Miss Isabella G. Prince	Non-sect .....	...	3	35	...	35	35	...	25	...	...	...	...
30 Madame Zetkew's Institute*	San Francisco, Cal. (923 Post st.)		1863	Mme. B. Zetkew	Non-sect .....	...	4	10	140	140	140	...	140	...	...	...	...
31 Sacred Heart College	San Francisco, Cal.		1874	Rev. Brother Gonscharen	R. C.	20	0	700	700	0	500	100	80	...	...	...	...
32 University City College	San Francisco, Cal. (Haight st.)	1859	1859	Rev. James Matthews, D. D.	Presb.	3	3	225	10	9	215	7	7	...	...	...	...

[illegible]

* From Report of the Commissioner of Education for 1876.

154	Kingston Academy*	Kingston, Ga.	1871	Rev. James T. Lin.	Meth.	1	0	1	66	42	34	51	14	1	4	1	0
155	Mayson School.	Kingston, Ga.	0	Mrs. A. H. Mayson.	Non-sect.	1	0	1	1	42	20	22	42	2	0	0	0
156	La Grange Methodist Episcopal Seminary.	La Grange, Ga.	1867	Rev. J. H. Owens.	M. E.	2	2	200	79	121	200	...	...	...	...	...	...
157	La Grange Military Institute.	La Grange, Ga.	1877	John T. Graves.	Non-sect.	2	0	65	65	0	33	37	15	15	15	15	1
158	Huller Institute.	Leesburg, Ga.	1875	Mrs. H. M. B. Kimbrough.	Non-sect.	1	1	25	...	...	...	...	...	...	...	...	...
159	Meson Academy.	Lexington, Ga.	1867	Thomas B. Moss.	Non-sect.	1	41	26	15	...	...	...	...	...	...	...	...
160	Liberty Hill High School.	Liberty Hill, Ga.	0	M. F. Tutwiler, A. M., C. E.	Non-sect.	0	40	25	15	40	0	0	0	0	0	0	0
161	Adams' Practical School.	Linton, Ga.	1858	Rev. T. J. Adams, A. M.	Baptist	2	30	15	30	4	0	4	3	...	...	...	...
162	Long Cane Academy.	Long Cane, Ga.	0	Wylie W. Arnold.	Non-sect.	...	22	13	9	22	11	5	3	1	0	0	0
163	Hunter's Select School.	Macon, Ga.	1850	Benjamin T. Hunter.	Non-sect.	...	36	36	0	10	26	12	2	6	...	...	...
164	Mount de Sales Academy.	Macon, Ga.	1876	M. M. Bonaventure, mother superior.	R. C.	7	60	0	60	...	...	...	...	...	...	...	...
165	Madison Male High School.	Madison, Ga.	1875	E. W. Butler, A. M.	Non-sect.	3	73	73	0	48	25	24	2	3	4	0	0
166	Forest Home Institute.	Madison, Ga.	1860	W. E. Nebhut.	Presb.	3	26	6	20	25	4	0	3	0	0	1	1
167	Temperance Hill High School*.	Madison, Ga.	1850	W. H. Croft.	...	1	0	22	10	12	15	3	0	3	5	1	1
168	Marietta Male Academy.	Marietta, Ga.	1860	V. E. Manget.	...	1	42	42	0	32	8	2	...	...	...	...	...
169	Marshallville High School.	Marshallville, Ga.	1871	J. W. Frederick.	Meth.	1	1	1	1	1	1	12	...	...	...	...	...
170	Milner High School.	Milner, Ga.	0	Garland Head.	Non-sect.	2	50	27	23	35	15	6	6	3	...	...	...
171	Montezuma High School.	Montezuma, Ga.	1873	M. L. Patrick.	Non-sect.	1	44	24	20	12	6	...	...	...	...	...	...
172	Montville Academy.	Mountville, Ga.	1866	W. E. Dosier.	Non-sect.	1	49	24	25	49	4	4	4	...	...	...	...
173	Nacoochee High School.	Nacoochee, Ga.	0	Rev. J. J. Methvin.	Non-sect.	2	52	25	27	40	12	0	12	31	3	2	2
174	Zion School.	Oglethorpe, Ga.	1865	Rev. J. S. Elmore.	Luth.	1	31	15	16	31	1	1	...	...	...	...	...
175	Anthony's School.	Perry, Ga.	1873	W. B. Frambo.	Non-sect.	1	16	9	7	13	3	2	...	...	...	...	...
176	Perry Male School.	Perry, Ga.	1874	Sidney Lewis.	Meth.	1	35	35	...	...	...	...	...	...	...	...	...
177	Pine Log Masonic Institute*.	Pine Log, Ga.	0	Prof. Mathew Marshall.	Non-sect.	1	60	30	30	60	2	0	2	...	...	...	...
178	Talbot Valley Select School.	Pleasant Hill, Ga.	1874	W. H. Woodall, A. M.	Non-sect.	2	119	61	58	8	48	0	11	1	0	0	0
179	Powelson Male and Female School.	Powelson, Ga.	1874	S. N. Chapman.	Non-sect.	1	25	13	12	25	...	...	...	...	...	...	...
180	Rabun Gap High School.	Rabun Gap, Ga.	1873	W. A. Curtis.	Non-sect.	1	168	90	72	168	...	...	...	...	...	...	...
181	Reynolds High School.	Reynolds, Ga.	1873	A. J. Clark.	Non-sect.	1	48	33	15	40	8	2	2	...	...	...	...
182	Rome Male High School.	Rome, Ga.	1870	Col. E. J. Magruder.	Non-sect.	1	43	43	0	21	22	0	10	1	1	...	...
183	Rome Military Institute.	Rome, Ga.	1872	J. A. Harrison.	Non-sect.	1	35	35	0	28	7	2	1	1	...	...	...
184	Camden County Academy.	St. Mary's, Ga.	1873	Ivy W. Dugan, A. M.	Non-sect.	1	28	16	12	28	1	...	...	...	...	...	...
185	Sandersville High School.	Sandersville, Ga.	0	Mrs. Jennie M. Wooten.	Non-sect.	2	165	82	83	30	5	...	...	...	...	...	...
186	Smithville Academy.	Smithville, Ga.	1865	M. M. McDonald.	Non-sect.	0	1	36	18	18	36	4	0	0	0	0	0
187	Spalding Seminary.	Spalding, Ga. (near Montezuma).	1865	W. D. Seymour, A. M., rector.	Non-sect.	2	1	90	50	40	30	15	...	...	...	...	...
188	C. P. Beman School*.	Sparta, Ga.	1876	P. L. Stanton.	Non-sect.	1	1	...	...	...	...	...	...	...	...	...	...
189	Spring Place High School*.	Spring Place, Ga.	0	J. F. McClelland, A. M.	Non-sect.	1	110	54	56	80	20	5	...	...	...	...	...
190	Stone Mountain Institute.	Stone Mountain, Ga.	1877	J. C. Loomis.	Non-sect.	1	0	26	12	14	26	0	0	0	0	0	0
191	Summerville Institute.	Summerville, Ga.	0	...	Non-sect.	1	0	26	12	14	26	0	0	0	0	0	0

* From Report of the Commissioner of Education for 1876. e School closed at present. b This report is kindly supplied by the present principal, Creed Sasser.

The Misses Grant's Seminary.	Chicago, Ill. (LNU Dean's born ave.).	9	1869	The Misses Grant.	Non-sect.	2	9	1869	0	100	100	20	51	2
Park Institute	Chicago, Ill. (102-105 Ash- land ave.).	1871	1871	Alice E. Bates	Non-sect.	4	14	202	16	186	143	20	51	
Rogers' Collegiate Institute*	Chicago, Ill. (cor. Lake- and St. John's Place).	1871	1871	M. L. Rogers	Cong.	2	3	66	39	27	57	13	7	5
St. Francis Xavier's Academy	Chicago, Ill.	1846	1846	Sister Mary Genevieve.	R. C.	0	20	200	35	105	175			2
Howe Literary Institute	East St. Louis, Ill.	1871	1874	Spencer F. Holt, A. M.	Baptist.	1	2	69	32	37	64	5	9	
College of Individual Instruction.	Evanson, Ill. (Lakeside Hall).	1867	1867	W. P. Jones.										
Northern Illinois College	Fulton, Ill.	1867	1867	Allen A. Griffith, A. M.	Non-sect.	4	3	65	40	25	60	15	5	15
Monticello Ladies' Seminary	Godfrey, Ill.	1838	1838	Harriet N. Haskell.	Non-sect.	0	13	150	0	150	150	150	150	
The Young Ladies' Athenaeum and Illinois Conservatory of Music.	Jacksonville, Ill.	1865	1865	Rev. W. D. Sanders, D. D.	Non-sect.	5	12	200	0	200	175	25	10	
McDonough Normal and Scientific College, a	Macomb, Ill.			D. Branch										
Morgan Park Military Academy	Morgan Park, Ill. (Wash- ington Heights).	1873	1873	Capt. Ed. N. K. Talcott and H. T. Wright, A. M.	Non-sect.	4	2	40	0	15	25	4		0
Rock River Seminary	Mt. Morris, Ill.	1839	1840	Rev. T. H. Haseltine, A. M.	M. E.	2	5	130	90	40	130	42	30	12
Grand Prairie Seminary and On- arga Commercial College.	Omaha, Ill.	1863	1863	John B. Robinson, A. M.	M. E.	3	3	243	125	118	207	36	6	4
Edgar Collegiate Institute	Paris, Ill.	1867	1840	Josiah Hurty, A. M.	Presb.	1	2	95	70	25	60	18	12	10
Quincy, Ill.	Quincy, Ill.	1856		Edwin W. Hall, A. M.	Meth.	5	2	20	0	15	5	2	5	1
Chadlock College	Woodstock, Ill.	1856	1856	Rev. R. K. Todd, A. M.	Non-sect.	2	2	20	20	0	15	5	2	5
Todd Seminary for Boys	Battle Ground, Ind.	1858	1857	Rev. George W. Rice, A. M.	M. E.	3	2	333	180	155				1
Battle Ground Collegiate Institute*	Bloomington, Ind.	1845	1845	Thomas Armstrong	Friends	1	2	73	48	25	70	3	2	2
Friends' Bloomington Academy	Bloomington, Ind.	1845	1874	W. F. Youm, A. M., president		(3)								2
Bourbon College	Bourbon, Ind.	1846	1846	Robert A. Sturgus, A. M.	Presb.	1	3	58	27	29	5			2
Burnett Academy	Charleston, Ind.	1846	1846	Sister M. Cecilia	R. C.	0	7	320	0	320	320			5
St. Augustine's School	Fort Wayne, Ind.	1846	1846	Rev. Joseph Scherer, c. s. c.	R. C.	0	6	220	220	0	0	4	0	10
St. Mary's Academy	La Fayette, Ind.	1867	1869	Miss Emma Baldwin	Presb.	0	1	54	25	29				2
Not a School	New Albany, Ind.	1869	1869	Mother M. Angela, superior	R. C.	0	1	186	186					1
St. Mary's Academy*	Notre Dame, Ind.	1869	1869	George L. Harding	Non-sect.	1	2	47	26	31	35	4	8	4
Northeastern Ind'us Literary In- stitute.	Orland, Ind.	0	1849											0
Blue River Academy	Salom, Ind.	1852	1852	Rowland Estee	Friends	1	1	62	30	32	51	11		1
Academy of the Assumption*	South Bend, Ind.	1855	1852	Sister M. Cyrtisa	R. C.	0	1	190	30	160				
Spickland Academy	Spickland, Ind.	1872	1861	Clarkson Davis	Friends	4	4	308	202	168	40	52	5	8
Stockwell Institute	Stockwell, Ind.	1873	1862	J. G. Laird	M. E.	1	3							4
St. Paul's Academy	Valparaiso, Ind.	1862	1862	Sisters of Providence	R.									

a School not in session this year.

* From Report of the Commissioner of Education for 1876.

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TABLE VI. — Statistics of institutions for secondary instruction for 1877, &c.— Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.													Entered college since close of last academic year.	Entered scientific school since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18					
Bradford Academy.....	Bradford, Iowa.....	1866	1865	John F. Griewe.....	Non-sect.	2	0	62	33	29	45	15	3	.....	.....	.....	.....	
First German Evangelical School.....	Burlington, Iowa.....	.....	1863	Karl Fr. Grüniger.....	Ger. Ev.	0	1	85	35	50	70	85	.....	.....	.....	2	.....				
Graf's School.....	Burlington, Iowa.....	.....	1863	R. J. Graf.....	.....	1	.....	.....	.....	.....	45	.....	.....	.....	.....	.....	.....
Coe Collegiate Institute.....	Cedar Rapids, Iowa.....	.....	1874	Rev. Robert A. Condit.....	Presb.	4	3	101	60	41	64	37	6	20	.....	.....	.....		
St. Joseph's Academy of the Sacred Heart.....	Cedar Rapids, Iowa.....	0	1875	Sister Mary Isidore.....	R. C.	1	0	200	50	150	200	4	8	4	.....	.....	.....		
Evangelical Lutheran Parish School*.....	Clayton Centre, Iowa.....	.....	1869	Rev. F. W. Seifert.....	Ev. Luth.	1	.....	71	38	33	.....	71	.....	.....	.....	.....	.....
Friends' Select School*.....	Coal Creek, Iowa.....	0	1876	Thomas E. Mott.....	Friends.	1	1	39	26	13	39	.....	.....	.....	.....	.....	.....
St. Francis Male and Female Academy.....	Council Bluffs, Iowa.....	.....	1872	Prof. Dan. O'Doherty, male Charity, female dept.	R. C.	1	9	180	65	115	180	2	11	.....	.....	3	.....				
Decorah Institute*.....	Decorah, Iowa.....	.....	1874	J. Breckinridge.....	Cong.	2	1	261	135	126	.....	11	27	2	9	.....	.....			
Denmark Academy.....	Denmark, Iowa.....	1843	.....	Henry K. Edson, A. M.	R. C.	2	4	204	103	101	.....	.....	.....	.....	.....	2	.....				
St. Joseph's Academy.....	Dubuque, Iowa.....	1869	1868	Sister M. Josephine.....	Epis.	1	9	130	130	.....	17	9	0	1	.....	.....	.....		
Young Ladies' School.....	Dubuque, Iowa.....	.....	1873	Miss H. H. Hart.....	Presb.	0	3	35	613	23	32	3	0	2	4	1	.....				
Eldora Academy.....	Eldora, Iowa.....	0	1867	Susan A. Collins.....	M. E.	2	3	91	47	44	63	8	.....	.....	.....	.....	.....
Epworth Seminary.....	Epworth, Iowa.....	1857	1857	Rev. Adam Holm.....	Non-sect.	0	3	170	68	72	71	90	.....	.....	.....	.....	.....
Grinnell Academy.....	Grinnell, Iowa.....	.....	1872	J. Macy, A. M.	Presb.	5	2	198	119	79	123	65	15	.....	.....	.....	.....	
Lenox Collegiate Institute.....	Hopkinton, Iowa.....	1873	1874	Rev. Samuel Hodges, D. D.	Non-sect.	1	2	172	114	58	.....	.....	.....	.....	.....	.....	.....
Iowa City Academy.....	Iowa City, Iowa.....	0	1870	William McGowan.....	R. C.	1	2	147	147	147	147	0	27	3	.....	.....	.....		
St. Agatha's Seminary.....	Iowa City, Iowa.....	1859	1859	John G. Cresson, A. M.	Epis.	1	1	40	25	21	45	.....	.....	.....	.....	.....	.....
Irving Institute.....	Irvine, Iowa.....	.....	1862	John G. Cresson, A. M.	R. C.	.....	1	127	115	12	.....	.....	.....	.....	.....	.....	.....
Jefferson Academy.....	Jefferson, Iowa.....	.....	1875	J. S. Dunning.....	Epis.	1	3	143	68	75	110	18	.....	.....	.....	.....	.....

Year	Academy	Location	1852	1853	1854	1855	1856	1857	1858	1859	1860	1861	1862	1863	1864	1865	1866	1867	1868	1869	1870	1871	1872	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	2101	2102	2103	2104	2105	2106	2107	2108	2109	2110	2111	2112	2113	2114	2115	2116	2117	2118	2119	2120	2121	2122	2123	2124	2125	2126	2127	2128	2129	2130	2131	2132	2133	2134	2135	2136	2137	2138	2139	2140	2141	2142	2143	2144	2145	2146	2147	2148	2149	2150	2151	2152	2153	2154	2155	2156	2157	2158	2159	2160	2161	2162	2163	2164	2165	2166	2167	2168	2169	2170	2171	2172	2173	2174	2175	2176	2177	2178	2179	2180	2181	2182	2183	2184	2185	2186	2187	2188	2189	2190	2191	2192	2193	2194	2195	2196	2197	2198	2199	2200	2201	2202	2203	2204	2205	2206	2207	2208	2209	2210	2211	2212	2213	2214	2215	2216	2217	2218	2219	2220	2221	2222	2223	2224	2225	2226	2227	2228	2229	2230	2231	2232	2233	2234	2235	2236	2237	2238	2239	2240	2241	2242	2243	2244	2245	2246	2247	2248	2249	2250	2251	2252	2253	2254	2255	2256	2257	2258	2259	2260	2261	2262	2263	2264	2265	2266	2267	2268	2269	2270	2271	2272	2273	2274	2275	2276	2277	2278	2279	2280	2281	2282	2283	2284	2285	2286	2287	2288	2289	2290	2291	2292	2293	2294	2295	2296	2297	2298	2299	2300	2301	2302	230
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* From Report of the Commissioner of Education for 1876.

TABLE VI.—Statistics of institutions for secondary instruction for 1877, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since close of last academic year.	Entered scientific school since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
387 Oak Grove Seminary and Commercial College.	Vassalboro', Me.	1857	1846	Edward H. Cook, A. B.	Friends.	5	3	72	40	32	57	13	2	8	0	0	0		
388 Boys' School of St. Paul's Parish.	Baltimore, Md. (238 Saratoga street).	.....	.....	G. G. Moad.	P. E.	3	.....	36	36	.....	23	13	.....	.....	.....	.....	.....
389 Knapp's Institute	Baltimore, Md. (29, 31, and 33 North Holliday st.).	1864	1853	Frederick Knapp	Non-sect.	6	3	400	300	100	400	15	350	1	1	0	0		
390 Morison Academy	Baltimore, Md.	.....	.....	Helen S. Fletcher	.....	0	5	50	.....	50	.....	.....	.....	.....	.....	.....	.....
391 Mt. Vernon Institute	Baltimore, Md. (46 Mt. Vernon Place).	1859	1859	Mrs. M. I. Jones and Mrs. Maitland.	P. E.	5	9	70	0	70	70	25	65	.....	.....	.....	.....
392 Newton Academy	Baltimore, Md. (Baltimore st. and Carrollton av.).	.....	1847	Thomas Lester	.....	2	.....	30	30	.....	30	.....	15	.....	.....	.....	.....
393 Oxford School for Boys	Baltimore, Md. (cor. Myrtle ave. and Smith st.).	.....	1873	William C. Hynds, A. M.	.....	2	.....	20	20	.....	12	8	4	7	3	2	1		
394 Patterson Park Seminary	Baltimore, Md.	.....	1877	Misses K. S. French and N. F. Randolph.	Non-sect.	0	3	20	.....	20	20	.....	20	.....	.....	.....	.....
395 Pembroke School for Boys	Baltimore, Md. (189 Madison avenue).	.....	1861	Prof. James C. Kinear, A. M.	Non-sect.	5	0	40	40	.....	40	15	8	6	3	2	0		
396 Roland Academy	Baltimore, Md. (253 W. Hoffman st.).	.....	1872	Rebecca McConkey	Non-sect.	.....	0	76	.....	76	76	28	76	.....	.....	.....	.....
397 St. George's Hall	Baltimore, Md. (Elmwood Station).	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
398 St. Joseph's Academy (Calvert Hall).	Baltimore, Md. (719 Saratoga st.).	0	1848	Brother Gustavus.	R. C.	8	0	150	150	0	120	20	40	.....	.....	2	0		

	1800	1810	1820	1830	1840	1850	1860	1870	1880	1890	1900
School of Modern Languages	Baltimore, Md. (31 Mosher st.)	1800	1810	1820	1830	1840	1850	1860	1870	1880	1890
Southern Home School	Baltimore, Md. (197 N. Charles st.)	1842	1843	1844	1845	1846	1847	1848	1849	1850	1851
Steuart Hall Collegiate and Commercial Institute	Baltimore, Md. (1028 W. Baltimore st.)	1867	1868	1869	1870	1871	1872	1873	1874	1875	1876
Zion School	Baltimore, Md. (N. Gay street)	1836	1837	1838	1839	1840	1841	1842	1843	1844	1845
Brookville Academy	Near Brookville, Md.	1835	1836	1837	1838	1839	1840	1841	1842	1843	1844
Overlea Home School for Young Gentlemen	Catoonsville, Md.	1835	1836	1837	1838	1839	1840	1841	1842	1843	1844
Charlotte Hall Academy	Charlotte Hall, Md.	1774	1775	1776	1777	1778	1779	1780	1781	1782	1783
Holy Trinity School	Charlevoix, Md.	1809	1810	1811	1812	1813	1814	1815	1816	1817	1818
College of St. James Grammar School	College of St. James, Md.	1842	1843	1844	1845	1846	1847	1848	1849	1850	1851
West Nottingham Academy	Colona, Md.	1812	1813	1814	1815	1816	1817	1818	1819	1820	1821
Darlington Academy	Darlington, Md.	1843	1844	1845	1846	1847	1848	1849	1850	1851	1852
Elkton Academy	Elkton, Md.	1817	1818	1819	1820	1821	1822	1823	1824	1825	1826
Academy of the Visitation	Frederick, Md.	1817	1818	1819	1820	1821	1822	1823	1824	1825	1826
St. John's Literary Institution	Frederick City, Md.	1840	1841	1842	1843	1844	1845	1846	1847	1848	1849
Glenwood Institute	Glenwood, Md.	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887
Notre Dame of Maryland, Collegiate Institute for Young Ladies	Gorantown, Md.	1864	1865	1866	1867	1868	1869	1870	1871	1872	1873
Hagerstown Female Seminary	Hagerstown, Md.	1852	1853	1854	1855	1856	1857	1858	1859	1860	1861
St. John's Female Seminary	Near Knoxville, Md.	0	1855	1856	1857	1858	1859	1860	1861	1862	1863
Lutherville Female Seminary	Lutherville, Md.	1853	1854	1855	1856	1857	1858	1859	1860	1861	1862
New Windsor College	New Windsor, Md.	1840	1841	1842	1843	1844	1845	1846	1847	1848	1849
McDonough Institute	Owings, Md.	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882
St. George's Hall for Boys	Reisterstown, Md.	0	1870	1871	1872	1873	1874	1875	1876	1877	1878
St. Michael's Home School for Boys	Reisterstown, Md.	1868	1869	1870	1871	1872	1873	1874	1875	1876	1877
The Hannah More Academy	Reisterstown, Md.	1832	1833	1834	1835	1836	1837	1838	1839	1840	1841
Stammore School	Sandy Spring, Md.	1838	1839	1840	1841	1842	1843	1844	1845	1846	1847
Rt. Pleasant Institute for Boys	Amherst, Mass.	1846	1847	1848	1849	1850	1851	1852	1853	1854	1855
Funchard Free School	Andover, Mass.	1856	1857	1858	1859	1860	1861	1862	1863	1864	1865
Family Boarding School for Boys	Belmont, Mass.	1852	1853	1854	1855	1856	1857	1858	1859	1860	1861
Powers Institute	Barnstable, Mass.	1858	1859	1860	1861	1862	1863	1864	1865	1866	1867
Howe School	Billerica, Mass.	1852	1853	1854	1855	1856	1857	1858	1859	1860	1861
Houghton School	Bolton, Mass.	1852	1853	1854	1855	1856	1857	1858	1859	1860	1861
Blackstone Square School	Boston, Mass. (45 West Newton street)	1848	1849	1850	1851	1852	1853	1854	1855	1856	1857
English, French, and German Family and Day School	Boston, Mass. (68 Marlboro street)	1861	1862	1863	1864	1865	1866	1867	1868	1869	1870

* From Report of the Commissioner of Education for 1876. a Became a part of the public school system September, 1877. b Free by endowment.

* From Report of the Commissioner of Education for 1876.

as Became a part of the public school system September, 1877.

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[illegible]

* From Report of the Commissioner of Education for 1876.

TABLE VI.—Statistics of institutions for secondary instruction for 1877, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since close of last academic year.	Entered college since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for scientific course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered college since close of last academic year.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
490	Hillock Institute.....			Mrs. A. A. Hallock-Jackson.	Christ'n.			15		15						8			
491	Shattuck School.....		1860	Rev. James Dobbin, A. M.	P. E.	7		108	108		55	33	20	16	6	5	1		
492	St. Boniface Academy*.....		1872	Sister Augustine	R. C.		6	75		75									
493	Hokah Convent.....		18—	Sister Superior	R. C.		4	55	30	25									
494	School of the Holy Apostles.....		1874	Rev. Peter Schmitzler	P. E.	4		80	80		80	15	80						
495	Christ Church Parish School.....		1861	Rev. George W. Watson	P. E.		2	60	25	35	55	5							
496	Leighton Academy.....		1871	Rev. W. R. Powell, rector	P. E.	2	3	25	25	25	20	5							
497	Norwood Hall*.....			Miss Anna Fyfe	Non-sect	2	4	50		50									
498	St. Joseph's Academy.....		1850	Sister Celestine	R. C.	2	12	120	120		4	7							
499	St. Paul Home School.....		1858	Mrs. M. W. Brown	P. E.	4	6	75	35	40	60		25		15	5	3		
500	Gustavus Adolphus College.....		1874	Rev. J. P. Nyquist	Ev. Luth.	3		71	63	8	53	13		5	13				
501	Wesleyan Methodist Seminary.....		1873	E. G. Paine, A. B.	Meth.	3	3	184	113	71	155	27	2	20	6	5	0		
502	Yazoo District High School.....		1873	Mr. and Mrs. M. P. Lowrey	M. E. So	1	1	78	48	30	62	13	3	6					
503	Blue Mountain Female College.....		1877	Mr. and Mrs. M. P. Lowrey	Non-sect	2	2	94			94	85	9						
504	Mt. Hermon Female Seminary.....		1873	Sarah A. Dickey	Non-sect	2	2	21	21	21	21								
505	Grenada Female College.....		1875	Rev. D. D. Moore	M. E.	1	3	40			60	20	0						
506	Chadlers Institute.....		1875	W. A. Anderson	M. E.	1	3	101	101	101	101	101	101	101	101	101	101		
507	Irish Female Institute.....		1855	S. A. Flournoy, A. M., and	Presb.	3	3	103	103	103	103	103	103	103	103	103	103		
508	Irish Female Institute.....		1877	J. C. Putnam	Presb.	3	3	52	52	52	52	52	52	52	52	52	52		
509	McComb City Academy.....		1875	J. E. Dwyer	Non-sect	3	3	50	24	26	50								

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b Since succeeded by W. H. Ray, A. B. who kindly furnishes this report.

From Report of the Commissioner of Education for 1876.

[illegible]

All male.

From report of the Commissioner of Education for 1876. @ All male.
The Commissioner for 1876 and is for the seminary, a school for both sexes, and for the college also. For a report of the college for 1877,

* From Report of the Commissioner of Education for 1876.

**This report
Table VIII**

SECRET

TABLE VI.—*Statistics of institutions for secondary instruction for 1877, &c.*—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since close of last academic year.	Entered scientific school since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for scientific course in college.	Preparing for classical course in college.	13	14			15	16	17	18
609 Springfield Institute* 610 Summit Institute 611 Trenton Academy*	Springfield, N. J. Summit, N. J. Trenton, N. J.	..... 0 1785	1876 1876 1781	Prof. Arthur D. Bailey M. F. Hough William W. Woodhull, A. M., M. F. H.	..... Presb. Non-sect.	1 1 2	1 4 2	20 33 50	12 15 50	18 18 50	30 33 50	5 8 7	5 10 50	5 0 0	.....	.....	
612 Vineland Institute* 613 Hungerford Collegiate Institute	Vineland, N. J. Adams, N. Y.	0 1864	1876 1864	E. K. and L. K. Gray Albert B. Watkins, A. M., M. F. H., and O. B. Rhodes.	..... Non-sect.	2 5	5 6	19 193	7 109	12 84	19 122	12 47	12 24	15 10	0 0	2		
614 Albany Academy 615 English, French, and Classical Institute* 616 St. Mary's School for Girls* 617 Cottage Seminary 618 Amenia Seminary 619 Amsterdam Academy	Albany, N. Y. Albany, N. Y., (131 North Pearl street), Albany, N. Y. Alden, N. Y. Amenia, N. Y. Amsterdam, N. Y.	1813 0 1871 1834 1835 1839	1814 1876 1840 1838 1835 1839	Merrill E. Gates, A. M. Lucy A. Plympton Slater Mary Miss E. H. Rundell S. T. Frost, A. M. W. W. Thompson, A. M.	Non-sect. Non-sect. R. C. Non-sect. Non-sect. Non-sect.	9 2 1 1 3 4	251 5 8 2 6 4	251 40 150 38 70 242	251 40 150 18 40 112	0 40 150 20 30 130	21 40 150 38 30 197	230 6 15 4 15 54	60 35 15 4 3 54	30 8	8 1	1			
620 Ives Seminary 621 Argyle Academy 622 Young Ladies' Institute* 623 Augusta Academy 624 Cayuga Lake Academy 625 Bay View Institute 626 Bedford Academy 627 Bethany Academy 628 Classical and Bible College	Antwerp, N. Y. Argyle, N. Y. Auburn, N. Y. Auburn, N. Y. Aurora, N. Y. Babylon, N. Y. Bedford, N. Y. Bethany, N. Y. Brighton, N. Y.	1846 1841 0 1842 1801 1870 1856 1850 1852	1861 1805 1855 1843 1801 1870 1856 1850 1852	G. A. Hoadley, A. M., C. E. Mortimer L. Browne H. M. Hawley, secretary Charles Kelsey, A. M. C. Homer Hart George W. Sawyer, A. M.	Non-sect. Non-sect. Non-sect. Non-sect. Non-sect. Non-sect. Non-sect. Non-sect. Non-sect.	4 3 3 3 4 2 1 1 4	3 1 4 5 4 1 2 1 4	220 92 95 95 65 30 20 20 154	114 64 0 0 27 20 20 74	106 28 95 95 38 57 50 50	180 40 93 93 57 60 50 50	40 25 25 25 8 20 20 24	25 20 10 10 6 5 5 2 10	6	0 0 0 0 0 0 0 0 0				

1861	roll st.)	Brooklyn, N. Y. (19 Elm Place).	1865	Misses Longchamp and Mead	2	5	40	40	40																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
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* Not in session this year.

* From Report of the Commissioner of Education for 1874.

685	Presbyterian Academy	1836	1836	2	Non-sect.	Rev. James Gilmour, A. M.	2	60	30	30	40	10	6	4	3	0
686	Fallen Seminary	0	1877	7	P. E.	H. C. Johnson, M. A., LL. D.	7	45	43	43	43	43	43	43	43	0
687	St. Mary's School	1839	1840	Non-sect.	Non-sect.	Abel Wood, A. M.	Non-sect.	71	40	31	71	17	2	17	0	1
688	St. Paul's School															
689	Gilbertville Academy and Collegiate Institute.															
690	Elmwood Seminary	1871	1871	Non-sect.	Non-sect.	J. N. Whipple	1	60	50	150	150	25	25	10		
691	Glou's Falls Academy					J. C. Farr	2	4	200	50	150	150	25	25	10	
692	Home School for Boys	1828	1828	Non-sect.	Non-sect.	J. Wilkin Hunt, A. M.	2	3	102	62	60	40	10	10	5	2
693	Gouverneur Wesleyan Seminary	1810	1810	Non-sect.	Non-sect.	James V. D. Harvey	2	132	58	44	90	12	10	10	5	2
694	Greenfield Academy	1816	1816	Non-sect.	Non-sect.	Rev. J. D. Harvey	2	102	58	44	90	12	10	10	5	2
695	Hartwick Seminary	0	1853	Non-sect.	Non-sect.	Rev. J. D. Harvey	2	102	58	44	90	12	10	10	5	2
696	Haverstraw Seminary, N. Y.	0	1813	Non-sect.	Non-sect.	Rev. J. D. Harvey	2	102	58	44	90	12	10	10	5	2
697	Hempstead Seminary	1807	1807	Non-sect.	Non-sect.	Rev. J. D. Harvey	2	102	58	44	90	12	10	10	5	2
698	Hudson Seminary	0	1807	Non-sect.	Non-sect.	Rev. J. D. Harvey	2	102	58	44	90	12	10	10	5	2
699	Hudson Young Ladies Seminary	0	1848	Non-sect.	Non-sect.	Elizabeth Peake, S. C. Peake.	1	4	40	40	30	4	25			
700	The Misses Skinner's School for Young Ladies		1807	Non-sect.	Non-sect.	Miss Sarah R. Skinner	1	4	54	54	20	23	10			
701	Miss Devereux' School for Young Ladies and Children		1874	Non-sect.	Non-sect.	Miss M. S. Devereux	1	4	38	11	25	32	1	14	0	0
702	Union Hall Seminary	1792	1792	Ref.	Ref.	Mrs. James A. Fleury	3	20	30	30	30	6	10			
703	Lansingburgh Academy	1796	1796	Non-sect.	Non-sect.	C. T. R. Smith, A. M.	2	2	80	35	45	72	8	10		
704	Le Roy Academy	1804	1804	Non-sect.	Non-sect.	Wilfred H. Munro, A. M.	2	4	150	90	60	115	35	10	20	5
705	St. Paul's School	1871	1871	P. E.	P. E.	Rev. R. Bolton, A. M.	1	2	17	17	2	6				
706	Normal Institute	1847	1847	Non-sect.	Non-sect.	F. E. Wood	1	2	179	56	123	179				
707	Genesee Wesleyan Seminary	1830	1830	M. E.	M. E.	Rev. G. H. Bridgman	4	5	624	120	114	122	98	12	7	5
708	Lowville Academy	1808	1808	Non-sect.	Non-sect.	William R. Adams, A. M.	2	6	220	102	118	122	5	18	4	5
709	Macdon Academy	1842	1842	Non-sect.	Non-sect.	Byron C. Mathews	2	1	77	33	38	61	16	0	6	1
710	Malone Academy	1831	1831	Non-sect.	Non-sect.	M. E. McClary	1	1	77	33	38	61	16	0	6	1
711	St. John's School for Boys	1869	1869	P. E.	P. E.	Rev. Theodore Babcock, D. D.	2	3	217	94	123	177	40	28	7	6
712	Marion Collegiate Institute	1855	1855	Non-sect.	Non-sect.	J. Burns Fraser, A. M.	1	37	19	8	31	6	7	1		
713	Martin Institute	1869	1869	Non-sect.	Non-sect.	Rev. R. G. Williams	1	27	19	8	31	6	7	1		
714	Family School	1874	1874	Non-sect.	Non-sect.	Rev. R. G. Williams	1	27	19	8	31	6	7	1		
715	Mechanicville Academy	1835	1835	Non-sect.	Non-sect.	Mrs. S. E. K. Ames	1	37	19	8	31	6	7	1		
716	Mexico Academy	1791	1791	Non-sect.	Non-sect.	C. E. Havens	2	11	5	6	19	25	10	13		
717	Montgomery Academy	1791	1793	Non-sect.	Non-sect.	C. E. Havens	2	11	5	6	19	25	10	13		
718	Monticello Academy	1852	1851	Non-sect.	Non-sect.	R. C. Nevins, A. M.	1	23	31	32	36	3	3	0	0	1
719	Norfolk Academy	1873	1873	Non-sect.	Non-sect.	F. G. Snook	2	127	73	73	40	621	0	1	0	0
720	Norwich Academy	1867	1865	Non-sect.	Non-sect.	F. G. Owen, A. M.	1	3	54	24	30	54	15	20	3	0
721	New Bedford Academy	1835	1835	Non-sect.	Non-sect.	Kate L. Giffiths, A. B.	3	135	70	65	3	0	0	0	0	0
722	New Brighton Academy	1897	1897	Non-sect.	Non-sect.	J. M. Hays, A. M., F. H. D.	5	4	45	43	30	23	15	26	10	7
723	Tinley Seminary	1875	1875	P. E.	P. E.	Miss J. S. L. Siglar, M. A.	3	1	30	30	18	17	10	15	2	4
724	Newburgh Institute and Family School for Boys	0	1863	Non-sect.	Non-sect.	Henry W. Siglar, M. A.	3	1	30	30	18	17	10	15	2	4
725	New Paltz Academy	1835	1835	Non-sect.	Non-sect.	Dr. H. M. Bancheer, A. B.	2	107	25	40	60	3	20	2	1	1
726	Academy of the Holy Cross	1858	1858	R. C.	R. C.	Sister Mary Helena	3	10	35	102	102					
727	Boarding and Day School					Miss Edmonds										
728	Boarding and Day School for Young Ladies.	1859	1859	Ref. D.	Ref. D.	Anna Van Wagenen	4	10	650							

* From the Report of the Commissioner of Education for 1876.

b In scientific courses:

Average number:

Average number:

TABLE VI.—*Statistics of institutions for secondary instruction for 1877, &c.—Continued.*
 NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since close of last academic year.	Entered scientific school since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.		
729 Classical School.....	New York, N. Y. (1237 Broadway)	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
730 Duane S. Everson's School for Boys.....	New York, N. Y. (729 6th ave.)	.....	.....	J. Harris Patton.....	Presb.....	2	1	14	14	.....	3	10	9	8	1	.....	.....
731 English and French School.....	New York, N. Y. (148 Madison ave.)	.....	1865	Duane S. Everson, A. M.....	.....	6	1	110	110	.....	60	50	70	40	15	10	.....	
732 English, French, and German Boarding and Day School.	New York, N. Y. (13 East 31st st.)	.....	1869	Mrs. John J. Roberts and Miss J. G. Walker.....	Non-sect	8	8	100	100	100	100	25	90	.....	.....	.....	.....
733 Fezandé Institute.....	New York, N. Y. (1214 Broadway)	.....	1866	Mrs. Frederick Jenson and Miss Agnes L. Jonea. E. F. G. Fezandé.....	Non-sect	6	1	9	9	0	9	4	9	2	0	0	0		
734 Fort Washington French College.	New York, N. Y. (Station M.)	.....	1855	Alfred M. Cotte, A. M.....	R. C.....	10	.....	57	57	0	57	28	57	10	6	42	25		
735 French and English School.....	New York, N. Y. (107 Madison ave.)	.....	.....	Mlle. Lens.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
736 French Protestant Institution.....	New York, N. Y. (36 East 35th st.)	.....	1871	Mlle. Fanny and Mathilde Charbonnier.....	.....	6	12	40	46	46	46	.....	46	.....	.....	.....	.....
737 Friends' Seminary.....	New York, N. Y. (corner Rutherford Place and East 10th st.)	.....	1861	Benjamin Smith.....	Friends	5	8	123	70	53	.....	.....	47	1	2	1	1		
738 Holladay Collegiate Institute.....	New York, N. Y. (1323 Broadway)	.....	1873	Walter Holladay, n. s., c., & M. C.....	Non-sect	6	0	10	19	0	6	12	12	9	0	0	0		
739 Institute for Young Ladies.....	New York, N. Y. (25 West 35th st.)	0	1867	Mlle. M. Tardivel de Sarré.....	Non-sect	16	10	108	8	100	108	90	108	0	0	0	0		
740 Jackson Institute.....	New York, N. Y. (Houston ave. and 107th st.)	.....	1870	Mrs. F. I. Jackson.....	Non-sect	1	5	55	10	45	30	10	50	.....	.....	.....	.....

TABLE VI.—*Statistics of institutions for secondary instruction for 1877, &c.—Continued.*

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.													Entered college since close of last academic year.	Entered college since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered college since close of last academic year.	Entered college since close of last academic year.	Entered college since close of last academic year.	Entered college since close of last academic year.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
769 Sanquoit Academy	Paris, N. Y. (P. O. Sanquoit)	1849	1846	T. H. Roberts	Baptist	3	3	155	75	80	130	50	20	10	8	0	0	0	0	0	0	0
770 Villa de Sales, Academy of the Visitation	Near Parkville, N. Y.	1869	1864	Mother Mary Ambrose Connell	R. C.	0	12	35	0	35	35	35	35	35	35	35	35	35	35	35	35	
771 Pawling Institute	Pawling, N. Y.	0	1874	R. A. Jacobs	Non-sect	2	4	55	25	30	50	5	15	4	0	1	5	5	5	5	5	
772 Miss Germond's School	Peekskill, N. Y.	0	1875	Phebe R. Germond	M. E.	2	4	40	40	40	35	5	3	1	1	1	1	1	1	1	1	
773 St. Gabriel's School	Peekskill, N. Y.	0	1872	Sister Dolores	P. E.	2	2	41	41	41	24	17	17	17	17	17	17	17	17	17	17	
774 Peekskill Academy	Peekskill, N. Y.	1835	1835	Charles J. Wright, A. M., Robert Donald, A. M.	Non-sect	5	1	85	85	0	53	18	14	7	8	3	3	3	3	3	3	
775 Evans Academy	Peterboro', N. Y.	1853	1851	Byron Wells, A. B.	Non-sect	1	2	88	41	47	72	12	4	1	1	1	1	1	1	1	1	
776 Pike Seminary	Pike, N. Y.	1856	1857	Irving B. Smith, A. M.	Non-sect	3	3	135	76	59	77	30	28	30	30	30	30	30	30	30	30	
777 Pompey Academy	Pompey, N. Y.	1811	1811	James H. Brinsmaid, A. M.	Non-sect	1	1	33	33	10	27	6	0	1	0	0	0	0	0	0	0	
778 Port Chester Commercial College, and Military Institute. } Bishop's Select School for Boys*	Port Chester, N. Y.	1854	1854	Oliver W. Starr, A. M.	Non-sect	6	6	23	23	0	17	6	1	6	6	6	6	6	6	6	6	
779 Poughkeepsie, N. Y. (Academy street)	Poughkeepsie, N. Y. (Academy street)	1874	1874	S. H. Bishop	Non-sect	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	
780 Booker's Select School for Girls	Poughkeepsie, N. Y.	1866	1866	Mrs. C. W. Beckée	P. E.	3	3	19	19	1	18	19	3	6	6	6	6	6	6	6	6	
781 Brooks Seminary for Young Ladies	Poughkeepsie, N. Y.	1871	1871	Mrs. M. B. J. White	Non-sect	3	7	48	48	48	48	48	48	48	48	48	48	48	48	48	48	
782 Pelham Institute	Poughkeepsie, N. Y.	0	1866	Stewart Pelham, A. M.	Cong.	2	1	77	73	4	62	17	0	4	1	4	1	4	1	4	1	
783 Poughkeepsie Military Institute*	Poughkeepsie, N. Y.	1860	1861	Henry S. Jewett, A. M.	Non-sect	4	0	40	40	40	40	40	40	40	40	40	40	40	40	40	40	
784 Poughkeepsie Academy*	Poughkeepsie, N. Y.	1859	1859	Orin Blaine, A. M.	Non-sect	2	2	11	11	11	11	11	11	11	11	11	11	11	11	11	11	
785 Poughkeepsie Institute and Female College	Poughkeepsie, N. Y.	1854	1854	Rev. James T. Edwards	M. E.	2	4	130	102	78	75	25	15	10	5	7	7	7	7	7	7	
786 Randolph, N. Y.	Randolph, N. Y.	1854	1854	Rev. James T. Edwards	M. E.	2	4	130	102	78	75	25	15	10	5	7	7	7	7	7	7	

1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	2101	2102	2103	2104	2105	2106	2107	2108	2109	2110	2111	2112	2113	2114	2115	2116	2117	2118	2119	2120	2121	2122	2123	2124	2125	2126	2127	2128	2129	2130	2131	2132	2133	2134	2135	2136	2137	2138	2139	2140	2141	2142	2143	2144	2145	2146	2147	2148	2149	2150	2151	2152	2153	2154	2155	2156	2157	2158	2159	2160	2161	2162	2163	2164	2165	2166	2167	2168	2169	2170	2171	2172	2173	2174	2175	2176	2177	2178	2179	2180	2181	2182	2183	2184	2185	2186	2187	2188	2189	2190	2191	2192	2193	2194	2195	2196	2197	2198	2199	2200	2201	2202	2203	2204	2205	2206	2207	2208	2209	2210	2211	2212	2213	2214	2215	2216	2217	2218	2219	2220	2221	2222	2223	2224	2225	2226	2227	2228	2229	2230	2231	2232	2233	2234	2235	2236	2237	2238	2239	2240	2241	2242	2243	2244	2245	2246	2247	2248	2249	2250	2251	2252	2253	2254	2255	2256	2257	2258	2259	2260	2261	2262	2263	2264	2265	2266	2267	2268	2269	2270	2271	2272	2273	2274	2275	2276	2277	2278	2279	2280	2281	2282	2283	2284	2285	2286	2287	2288	2289	2290	2291	2292	2293	2294	2295	2296	2297	2298	2299	2300	2301	2302	2303	2304	2305	2306	2307	2308	2309	2310	2311	2312	2313	2314	2315	2316	2317	2318	2319	2320	2321	2322	2323	2324	2325	2326	2327	2328	2329	2330	2331	2332	2333	2334	2335	2336	2337	2338	2339	2340	2341	2342	2343	2344	2345	2346	2347	2348	2349	2350	2351</
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^a Academic department only reported; the Union School is public.

From Report of Commissioner of Education for 1876.

TABLE VI.—Statistics of institutions for secondary instruction for 1877, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since close of last academic year.	Entered school since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered school since close of last academic year.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
825 Alexander Institute	White Plains, N. Y.	0	1845	Oliver R. Willis, A. M., Ph. D.	Presb.	5	1	27	27	0	23	4	16	3	2	1	3		
826 Whitestown Seminary	Whitestown, N. Y.	1827	1827	James S. Gardner, A. M., Ph. D.	Presb.	4	4	175	109	75	115	50	10	30	12	10	3		
827 Middlebury Academy	Wilmington, N. Y.	1819	1816	H. G. Davis, A. M.	Non-sect	1	4	96	45	51	86	4	6	3	0	0	0		
828 Yates Academy	Yates, N. Y.	1842	1842	M. Smith, A. B.	Non-sect	2	1	62	33	29	62	9	1	5	0	2	0		
829 School for Young Ladies and Children.	Yonkers, N. Y.	.....	1877	Mrs. K. T. Holbrook and Miss M. D. Halsted.	Non-sect	1	6	60	15	45	17	12	31	1	.....	.....	.....
830 Ravenscroft School	Asheville, N. C.	.....	1873	Miss Fannie E. Buxton.	P. E.	0	2	31	1	30	31	3	2	0	0	.....	.....
831 Belvidere Academy	Belvidere, N. C.	.....	1836	William A. Symmes.	Friends	1	1	45	25	20	33	6	1	6	.....	2	.....	
832 Brevard Classical School	Brevard, N. C.	.....	1870	S. G. Coltrane.	Meth.	1	1	34	17	17	34	1	19	1	18	.....	.....
833 Cary Female Seminary	Cary, N. C.	1870	1870	Rev. Jesse H. Page.	Non-sect	1	2	42	12	30	36	6	.....	7	.....	4	.....	
834 Hughes's School	Cedar Grove, N. C.	.....	1842	S. W. Hughes.	Presb.	1	1	35	35	0	10	25	.....	.....	.....	.....	.....
835 Charlotte Institute for Young Ladies.	Charlotte, N. C.	.....	1870	Rev. S. Taylor Martin.	Presb.	2	5	50	0	50	50	10	12	0	0	0	0		
836 Scotia Seminary	Concord, N. C.	1870	1870	Luke Dorland, snr't.	Presb.	1	7	128	0	128	128	0	0	0	0	.....	.....
837 Bethel Academy	Davidson College, N. C.	.....	1876	Rev. L. K. Glasgow.	Non-sect	1	1	44	21	23	30	10	4	1	.....	.....	.....
838 Rock Spring Seminary	Denver, N. C.	1873	1873	D. Matt. Thompson, A. M.	Non-sect	1	1	66	36	30	60	6	.....	.....	.....	1	.....	
839 East Bend Academy	East Bend, N. C.	1856	1856	J. M. Matthews.	Non-sect	1	1	36	28	8	34	2	2	2	1	0	0		
840 Graham High School	Graham, N. C.	1850	1850	Rev. D. A. Long, A. M.	Christ'n	3	1	76	48	28	.....	.....	.....	.....	.....	.....	.....
841 Haywood Academy	Haywood, N. C.	.....	1858	N. A. Fessenden.	Non-sect	1	1	134	46	88	.....	.....	.....	.....	.....	.....	.....
842 Hillsboro Military Academy	Hillsboro, N. C.	.....	.....	D. H. Hamilton and Hugh D. N.	Non-sect	3	1	40	40	.....	.....	.....	.....	.....	.....	.....	.....
843 Sumnerville Institute	Leasburg, N. C.	.....	.....	Miss Lillie Lee.	Meth.	1	1	20	8	12	30	3	.....	.....	.....	.....	.....

b Normal and English courses.

As Oneida Institute; chartered in 1845 with present name.

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907	Albany Collegiate Institute	Albany, Oreg.	1867	1867	H. H. Hewitt, A. B.	Presb.	2	2	4	90	40	30	70	20	10	20
908	Ashtland Academy	Ashtland, Oreg.	1872	1872	Rev. J. H. Skidmore	Non-sect	2	2	105	80	85	155	15	10	10	50	.....
909	Grace Church Parish School	Astoria, Oreg.	0	1864	Rev. T. A. Hyland	P. E.	1	1	35	15	10	25	0	0	0	0	0
910	Baker City Academy	Baker City, Oreg.	1870	1870	W. H. Harrison	R. C.	2	105	78	87	163	2	2	22	16	2	0
911	Notre Dame Academy*	Baker City, Oreg.	1875	1875	Sister Mary Perpetua	R. C.	.....	.....	4	50	50	50	.....	.....	6	.....	.....
912	Bethel Institute	Bethel, Oreg.	1856	1856	Ledra Royal, A. B.	Non-sect	2	120	70	50	50	.....	.....	.....	.....	.....	.....
913	La Gracde Academic Institute	Dallas, Oreg.	1856	1856	S. F. Bennett	Non-sect	1	2	128	72	56	25	14	.....	.....	.....	.....
914	Grand Ronde Indian Agency Manual Labor, Boarding, and Day School*	Grand Ronde, Oreg.	1874	1874	Sister Mary Infant Jesus	R. C.	1	2	47	17	30	47	0	10	0	0	0
915	Jefferson Institute	Jefferson, Oreg.	1855	1856	Thos. G. Taylor	Non-sect	3	1	70	50	40	35	25	10	.....	.....	.....
916	Bishop Scott Grammar and Divinity School	Portland, Oreg.	1870	1870	Joseph W. Hill, B. A.	P. E.	.....	.....	1	50	30	20	20	30	5	.....	.....
917	German Independent School	Portland, Oreg.	1870	1870	Prof. E. Feibinger	Non-sect	1	0	54	30	24	54	.....	54	.....	.....	.....
918	St. Mary's Academy*	Portland, Oreg.	1859	1859	Sister Mary superiress	R. C.	.....	.....	12	180	180	180	0	100	8	30	21
919	St. Michael's College	Portland, Oreg.	1871	1871	Rev. A. J. Glorieux	R. C.	5	5	67	100	100	67	67	.....	.....	.....	.....
920	Academy of Mary Immaculate	The Dalles, Oreg.	1865	1864	Sister Mary Justina	R. C.	.....	.....	2	140	80	60	110	20	10	6	0
921	Umpqua Academy	Willam, Oreg.	1857	1857	Miss M. Matland	Non-sect	.....	.....	2	30	2	28	30	7	13	.....	.....
922	School for Girls	Allegheby, Pa.	0	1861	A. H. Fetterolf, A. M.	P. E.	4	31	31	0	31	0	31	31	5	2	0
923	Andalusia Hall	Andalusia, Pa.	0	1847	Sister M. Liguori McCaffrey	R. C.	0	20	70	70	70	0	30	0	30	.....	.....
924	St. Xavier's Academy*	Beatty's P. O., Pa.	1853	1856	Rev. R. T. Taylor, D. D.	M. E.	5	6	200	50	150	37	40	30	4	2	1
925	Beaver College and Musical Institute	Beaver, Pa.	.....	.....	.....	.....	.....	.....	5	30	30	30	10	20	.....	.....	.....
926	Bethlehem School	Bethlehem, Pa.	1871	1868	Fanny I. Walsh	P. E.	.....	.....	5	30	30	30	10	20	.....	.....	.....
927	Mounlain Seminary	Birmingham, Pa.	1853	1854	L. G. Grier	Presb.	2	50	30	30	60	90	80	10	10	2	.....
928	Kallynean Academy	Boyetown, Pa.	1866	1866	Isaac B. Hankey, A. M., Phil.D.	Lat'h'n	4	90	50	40	90	6	.....	10	4	6	.....
929	Mt. Pleasant Seminary	Boyetown, Pa.	1842	1842	Levi M. Kosas, A. M.	Ref. Ch.	2	115	53	62	50	5	7	2	.....	.....	.....
930	Family and Day School for Young Ladies	Bristol, Pa.	.....	1876	Amelia Merriam	Non-sect	.....	.....	.....	.....	.....	30	.....	5	.....	.....	.....
931	Witherspoon Institute	Butler, Pa.	1850	1850	Rev. J. Q. Waters	Presb.	2	2	78	57	21	71	7	6	7	.....	.....
932	Chester Academy	Chester, Pa.	1862	1862	George Gilbert	Friends	2	2	3	5	3	25	55	20	3	6	.....
933	Maplewood Institute	Concordville, Pa.	1870	1870	F. Donleavy Shortridge, A. M.	Non-sect	2	3	45	45	45	45	20	10	3	3	1
934	Downingtown, Pa.	Downingtown, Pa.	1870	1870	M. E. Scheubner	Non-sect	4	100	60	40	60	60	56	25	12	5	.....
935	Doylstown Seminary	Doylstown, Pa.	1876	1868	Hough and Sheip	Non-sect	2	4	56	50	56	56	22	14	.....	.....	.....
936	Doylstown Seminary	Doylstown, Pa.	1872	1872	R. H. Trach	Non-sect	2	3	65	50	15	55	10	6	2	.....	.....
937	Trach's Academy	Easton, Pa.	1877	1847	Rev. Alex. Donaldson, D. D.	Non-sect	3	82	70	12	55	37	7	27	0	.....	.....
938	Eldersridge Academy	Eldersridge, Pa.	1877	1847	Mother Scholastica Burkhard, O. S. R.	R. C.	15	60	60	60	40	40	40	30	.....	.....	.....
939	St. Benedict's Academy	Erto, Pa.	.....	1856	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
940	Keystone Academy	Factoryville, Pa.	1868	1869	Rev. John H. Harris, A. M.	Baptist	5	150	88	62	.....	.....	.....	22	.....	.....	.....
941	Collegiate Institute	Germantown, Pa. (Priceett)	.....	1854	George R. Barker, A. M.	P. E.	2	40	40	40	.....	.....	.....	.....	.....	.....	.....
942	Friends' Graded School	Germantown, Pa. (Maplewood avenue)	0	1877	Oliver S. Fell	Friends	1	50	25	25	40	.....	.....	0	0	0	0
943	Germantown Academy*	Germantown (Phila.), Pa. (School Lane)	1784	1766	William Travis, A. M.	Non-sect	2	23	23	.....	.....	7	16	7	10	1	.....
944	Hollidaysburgh Seminary	Hollidaysburgh, Pa.	1868	1868	W. P. Hasey	Presb.	1	10	75	0	75	75	20	0	0	0	0
945	Electric Institute	Jersey Shore, Pa.	1850	1850	H. D. Patton, A. M.	Presb.	2	31	16	15	15	16	16	16	2	4	0
946	Hofwyl Academy	Kennett Square, Pa.	1876	1876	Rev. A. S. Vaughan, A. M.	Presb.	3	26	14	12	22	4	.....	.....	2	2	1

* From Report of the Commissioner of Education for 1876.

TABLE VI.—Statistics of institutions for secondary instruction for 1877, &c.—Continued.

NOTE.—* indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since close of last academic year.	Entered last academic year.	Entered school since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
Leechburg Lutheran Academy a.	Leechburg, Pa.	1865	1864	F. T. Hoover, president of board of directors.	Ev. Luth.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
English Academy of the University at Lewisburg.	Lewisburg, Pa.	1846	1846	William E. Martin, A. M.	Baptist.	2	0	81	31	0	.....	.....	.....	11	6	2	.....		
Linden Hall Seminary.	Liditz, Pa.	1863	1794	Rev. H. A. Brickenstein.	Mor'v'n.	2	9	74	.....	74	.....	14	9	.....	.....	.....	.....
Liditz Academy.	Liditz, Pa.	1837	1822	F. D. Rickert and G. W. Hopp.	Mor'v'n.	3	2	43	43	.....	43	3	8	2	.....	1	.....		
Swithin Shordidge's Media Academy for Boys.	Media, Pa.	.....	1866	Swithin C. Shordidge, A. M.	Non-sect.	10	.....	100	100	.....	80	15	20	10	15	.....	.....	
Greenwood Seminary.	Millville, Pa.	.....	.....	George C. Ruth.	Friends.	1	1	70	40	30	70	.....	.....	.....	.....	.....	.....
Cedar Hill Seminary.	Mt. Joy, Pa.	.....	1874	D. Denlinger.	M. E.	3	4	79	65	14	.....	.....	.....	.....	.....	.....	.....
Western Pennsylvania Classical and Scientific Institute.	Mt. Pleasant, Pa.	1872	1873	Rev. Leroy Stephens, A. M.	Baptist.	3	4	135	70	59	83	35	2	14	1	2	.....		
Laird Institute.	Murrysville, Pa.	0	.....	Rev. G. M. Spargrove, A. M.	.....	3	.....	61	36	25	44	17	.....	17	0	3	.....		
Nazareth Hall.	Nazareth, Pa.	1863	1785	Rev. Eugene Leibert, A. M.	Mor'v'n.	12	0	97	97	0	21	16	30	10	0	0	.....		
Transmont Seminary.	Norristown, Pa.	.....	1844	John W. Loch, M. D.	Non-sect.	0	1	32	36	.....	55	37	10	4	4	4	.....		
Lake Shore Seminary.	North East, Pa.	1869	1872	H. U. Johnson.	Meth.	1	2	70	25	35	.....	.....	.....	.....	.....	.....	.....
Parkesburg Seminary.	Parkesburg, Pa.	.....	1867	Rev. J. I. Landis.	Non-sect.	1	1	83	50	32	.....	.....	.....	.....	.....	.....	.....
Academy of the Protestant Episcopal Church.	Philadelphia, Pa. (cor. Locust and 4th streets).	1787	1785	Rev. James W. Robins, D. D.	P. E.	12	0	192	132	6	57	133	90	14	6	30	10			
Broad Street Academy.	Philadelphia, Pa. (237 S. Broad st.).	0	1863	Edward Roth, A. M.	R. C.	8	4	99	99	0	99	69	63	.....	.....	2	.....		

[illegible]

School closed at present.

* From Report of the Commissioner of Education for 1876.

[illegible]

^b School closed at present.
^c Buildings destroyed by fire November, 1877.

* From Report of the Commissioner of Education for 1876.
 † For freedmen.

TABLE VI.—Statistics of institutions for secondary instruction for 1877, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since close of last academic year.	Entered scientific school since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.		
1040 Clifton Masonic Academy.....	Clifton, Tenn.....	1856	1856	W. B. Smith.....	Non-sect.....	1	1	40	15	25	40	0	0	0	0	0	0	0	0
1041 Cane Creek Academy*.....	Cog Hill, Tenn.....	1868	1868	S. U. Newman.....	Non-sect.....	3	0	145	65	80	45	15	0	0	0	0	0	0	0
1042 Columbia High School.....	Columbia, Tenn.....	0	1877	T. F. Sevier.....	Non-sect.....	3	2	206	154	52	172	15	5	15	14	0	0	0	0
1043 Tipton Female Seminary.....	Covington, Tenn.....	1852	1854	George D. Holmes.....	Non-sect.....	1	1	60	10	50	60	20	0	0	0	0	0	0	0
1044 Stonewall Male and Female College*.....	Cross Plains, Tenn.....	1873	1874	William Lipscomb.....	Non-sect.....	4	5	115	70	45	95	25	15	0	0	0	0	0	0
1045 Calisoka Institute.....	Calisoka, Tenn.....	1868	1868	W. R. Webb, A. M., and J. M. Webb.....	Meth.....	2	0	150	150	0	100	50	5	25	20	10	0	0	0
1046 Lauderdale Male and Female Institute.....	Durhamville, Tenn.....	1856	1856	Isaac L. Case.....	Non-sect.....	1	1	37	16	21	27	10	0	10	1	0	0	0	0
1047 Edgefield Female Seminary*.....	Edgefield, Tenn.....	0	1867	Mrs. Henri Weber.....	Non-sect.....	2	3	41	0	41	41	15	10	0	0	0	0	0	0
1048 Edgefield Male Academy.....	Edgefield, Tenn.....	0	1867	A. L. Mims, A. M.....	Non-sect.....	2	0	90	90	0	68	40	0	32	4	37	13	0	0
1049 Friendsville Institute*.....	Friendsville, Tenn.....	0	1855	William Russell, A. B.....	Friends.....	1	2	118	68	50	118	0	0	0	0	0	0	0	0
1050 Tannehill College.....	Gainesboro', Tenn.....	0	1869	R. H. Washburn.....	Non-sect.....	2	1	98	57	41	90	8	0	4	10	0	0	0	0
1051 Edwards Academy.....	Greeneville, Tenn.....	0	1878	S. C. Hanson.....	U. Breth.....	2	1	38	9	29	34	4	0	4	0	0	0	0	0
1052 West Tennessee Seminary.....	Hollow Rock, Tenn.....	1874	1874	L. W. Chandler.....	Meth.....	1	2	70	40	30	70	0	0	0	0	0	0	0	0
1053 Huntington Male and Female Academy.....	Huntington, Tenn.....	0	1874	Rev. D. S. Cady, D. D.....	Meth.....	1	2	65	23	32	50	5	0	0	0	0	0	0	0
1054 Sam Houston Academy*.....	Jasper, Tenn.....	1896	1896	A. J. Robert, LL. B., A. M.....	Non-sect.....	2	2	172	90	82	168	4	0	0	0	0	0	0	0
1055 South Normal School and Business Institute (academic department)*.....	Jonesboro', Tenn.....	0	1876	Wise and Presnell.....	Non-sect.....	3	3	220	120	100	180	40	20	20	0	0	0	0	0
1056 Greenwood Seminary.....	Near Lebanon, Tenn.....	0	1853	Mrs. M. Lawrence Lindsay.....	Non-sect.....	3	3	10	10	0	33	33	4	0	0	0	0	0	0
1057 Lebanon Female College.....	Lebanon, Tenn.....	0	1853	Rev. J. M. Phillips, A. M.....	Baptist.....	3	4	10	10	0	33	33	4	0	0	0	0	0	0

TABLE VI.—Statistics of institutions for secondary instruction for 1877, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered scientific school since last academic year.	Entered scientific school since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
1099 Lancaster Masonic Institute.	Lancaster, Tex.	0	1875	Rev. James R. Malone, A. M.	Non-sect	2	1	117	54	63	112	5	0	2	0	0	0		
1100 River-Side Institute*.	Lisbon, Tex.	0	1875	Rev. James R. Malone, A. M.	Non-sect	1	1	64	40	24	63	11	0	0	0	0	0		
1101 Wiley University.	Marshall, Tex.	0	1873	Rev. W. H. Davis, A. B.	M. E.	2	1	53	32	21	38	0	0	5	0	0	0		
1102 Pine Hill Academy.	Pine Hill, Tex.	0	1876	G. J. Watkins.	Non-sect	1	1	60	40	20	58	2	2	10	1	1	2		
1103 Alamo Select School.	San Antonio, Tex.	0	1877	James T. Briggs, A. M.	Non-sect	1	1	55	28	27	38	17	22	5					
1104 St. Mary's Institute*.	San Antonio, Tex.	0	1882	Brother Charles Francis	R. C.	12	12	250	250	100	100	8	150						
1105 Ursuline Convent.	San Antonio, Tex.	0	1881	Sister Mary Magdalen, sup't.	R. C.	12	12	150	60	90	120	12	80	50	20	40			
1106 Coronel Institute.	San Marcos, Tex.	0	1868	Mal. J. H. Bishop	Meth. So.	2	1	150	60	90	120	12	80	50	20	40			
1107 The Grove Academy.	The Grove, Tex.	0	1876	A. J. Robert	Christian	1	1	60	40	20	58	4		4					
1108 AddRan College.	Thorp's Spring, Tex.	1873	1873	A. Clark, president	Christian	3	1	260	120	140	114	97	0	60	37	15	3		
1109 Barre Academy.	Barre, Vt.	1849	1852	J. S. Spaulding, A. M., LL. D.	Non-sect	5	5	211	127	84	114	107	15	12	5	3	0		
1110 Goddard Seminary.	Barre, Vt.	1803	1870	Henry Priest, A. B.	Univ.	1	1	98	45	53	92	13	13	6					
1111 St. Agnes Hall.	Bellevue Falls, Vt.	1868	1868	Jane Hapgood	P. E.	1	1	40	40	20	50	10	5	6					
1112 Mt. Anthony Seminary.	Bemington Centre, Vt.	1855	1855	George W. Yates, A. M.	Non-sect	3	3	263	147	116	153	12	20	8	3	0	0		
1113 Bristol Academy.	Bristol, Vt.	1855	1855	L. F. Benton, A. M.	Non-sect	2	2	27	27	27	27	7	20	2	2	0	0		
1114 Burlington Young Ladies' School*.	Burlington, Vt.	1872	1872	Louis Pollans.	Non-sect	2	2	35	35	35	35	20	2	6	20	2	0		
1115 Vermont Episcopal Institute (academical department).	Burlington, Vt.	1857	1860	Rev. T. A. Hopkins, A. M.	P. E.	4	4	30	30	30	30	25	25	2	2	0	0		
1116 Derby Academy.	Derby, Vt.	1839	1840	Prof. E. C. Allen, A. M.	Baptist.	1	1	100	60	40	75	30	25	2	2	0	0		
1117 Essex Classical Institute.	Essex, Vt.	1850	1850	William A. Deering, A. B.	Non-sect	1	1	100	100	100	100	60	15	15	2	0	0		
1118 Orleans Liberal Institute.	Glover, Vt.	1852	1852	Chas. A. Chase	Non-sect	1	1	40	15	25	35	5	5						
1119 Elmwood Hall.	Hyde Park, Vt.	1852	1852	Mr. H. B. Smith	P. M.	2	1	50	25	25	50	20	0	0					
1120 Lamellie Central Academy.	Hyde Park, Vt.	1860	1860	Henry M. McFarland	Non-sect	1	1	80	37	43	77	5	7	0	0	0	0		

[illegible]

* From Report of the Commissioner of Education for 1876.

Year	Location	Age	Sex	Religion	Marital	Profession	Education	Other
1877	St. Francis, St. Louis, Mo.	18	F	R. C.	Mar.	Teacher	St. Louis	1877
1878	St. Francis, St. Louis, Mo.	19	F	R. C.	Mar.	Teacher	St. Louis	1878
1879	St. Francis, St. Louis, Mo.	20	F	R. C.	Mar.	Teacher	St. Louis	1879
1880	St. Francis, St. Louis, Mo.	21	F	R. C.	Mar.	Teacher	St. Louis	1880
1881	St. Francis, St. Louis, Mo.	22	F	R. C.	Mar.	Teacher	St. Louis	1881
1882	St. Francis, St. Louis, Mo.	23	F	R. C.	Mar.	Teacher	St. Louis	1882
1883	St. Francis, St. Louis, Mo.	24	F	R. C.	Mar.	Teacher	St. Louis	1883
1884	St. Francis, St. Louis, Mo.	25	F	R. C.	Mar.	Teacher	St. Louis	1884
1885	St. Francis, St. Louis, Mo.	26	F	R. C.	Mar.	Teacher	St. Louis	1885
1886	St. Francis, St. Louis, Mo.	27	F	R. C.	Mar.	Teacher	St. Louis	1886
1887	St. Francis, St. Louis, Mo.	28	F	R. C.	Mar.	Teacher	St. Louis	1887
1888	St. Francis, St. Louis, Mo.	29	F	R. C.	Mar.	Teacher	St. Louis	1888
1889	St. Francis, St. Louis, Mo.	30	F	R. C.	Mar.	Teacher	St. Louis	1889
1890	St. Francis, St. Louis, Mo.	31	F	R. C.	Mar.	Teacher	St. Louis	1890
1891	St. Francis, St. Louis, Mo.	32	F	R. C.	Mar.	Teacher	St. Louis	1891
1892	St. Francis, St. Louis, Mo.	33	F	R. C.	Mar.	Teacher	St. Louis	1892
1893	St. Francis, St. Louis, Mo.	34	F	R. C.	Mar.	Teacher	St. Louis	1893
1894	St. Francis, St. Louis, Mo.	35	F	R. C.	Mar.	Teacher	St. Louis	1894
1895	St. Francis, St. Louis, Mo.	36	F	R. C.	Mar.	Teacher	St. Louis	1895
1896	St. Francis, St. Louis, Mo.	37	F	R. C.	Mar.	Teacher	St. Louis	1896
1897	St. Francis, St. Louis, Mo.	38	F	R. C.	Mar.	Teacher	St. Louis	1897
1898	St. Francis, St. Louis, Mo.	39	F	R. C.	Mar.	Teacher	St. Louis	1898
1899	St. Francis, St. Louis, Mo.	40	F	R. C.	Mar.	Teacher	St. Louis	1899
1900	St. Francis, St. Louis, Mo.	41	F	R. C.	Mar.	Teacher	St. Louis	1900
1901	St. Francis, St. Louis, Mo.	42	F	R. C.	Mar.	Teacher	St. Louis	1901
1902	St. Francis, St. Louis, Mo.	43	F	R. C.	Mar.	Teacher	St. Louis	1902
1903	St. Francis, St. Louis, Mo.	44	F	R. C.	Mar.	Teacher	St. Louis	1903
1904	St. Francis, St. Louis, Mo.	45	F	R. C.	Mar.	Teacher	St. Louis	1904
1905	St. Francis, St. Louis, Mo.	46	F	R. C.	Mar.	Teacher	St. Louis	1905
1906	St. Francis, St. Louis, Mo.	47	F	R. C.	Mar.	Teacher	St. Louis	1906
1907	St. Francis, St. Louis, Mo.	48	F	R. C.	Mar.	Teacher	St. Louis	1907
1908	St. Francis, St. Louis, Mo.	49	F	R. C.	Mar.	Teacher	St. Louis	1908
1909	St. Francis, St. Louis, Mo.	50	F	R. C.	Mar.	Teacher	St. Louis	1909
1910	St. Francis, St. Louis, Mo.	51	F	R. C.	Mar.	Teacher	St. Louis	1910
1911	St. Francis, St. Louis, Mo.	52	F	R. C.	Mar.	Teacher	St. Louis	1911

From Report of the Commissioner of Education for 1876.

TABLE VI.—Statistics of institutions for secondary instruction for 1877, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since close of last academic year.	Entered scientific school since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
1312 Washington Female Seminary....	Washington, D. C. (1023 12th st.).	.....	1873	Zelia D. Butcher and Mary C. Douglas.	.....	1	6	48	.....	48	48	5	10	.....	.....	.....	.....	.....	.....
1313 West End Seminary	Washington, D. C. (1915 H st.).	.....	1873	Miss V. B. Faust .....	.....	0	5	35	0	35	35	1	7	.....	.....	.....	.....	.....	.....
1314 Young Ladies' Boarding and Day School.	Washington, D. C. (943 M st.).	.....	1870	Laura L. Osborne .....	.....	.....	.....	50	.....	50	50	.....	12	.....	.....	.....	.....	.....	.....
1315 Spencer Academy*	Donkerville, Ind. Ter. (Choctaw Nation).	.....	1844	Rev. I. I. Read	Presb.	2	1	60	60	.....	60	3	.....	3	.....	1	.....	.....	.....
1316 Academy of our Lady of Light* ..	Santa Fe, N. Mex.	1874	1852	Mother Magdalen Hayden ..	R. C. ....	.....	10	215	27	215	.....	.....	7	.....	.....	.....	.....	.....	.....
1317 Santa Fe Academy	Santa Fe, N. Mex. ....	.....	.....	Mrs. M. E. Griffith	Presb. ....	.....	2	37	37	10	37	.....	.....	.....	.....	.....	.....	.....	.....
1318 Beaver Seminary	Beaver City, Utah .....	.....	1873	Mrs. N. E. Britt	Meth. ....	.....	1	70	35	35	70	.....	.....	.....	.....	.....	.....	.....	.....
1319 St. John's School	Logan, Utah	0	1874	Rev. W. H. Stoy	P. E.	1	2	70	30	40	70	0	0	0	0	0	0	0	0
1320 Walsatch Academy	Mt. Pleasant, Utah	0	1875	Rev. D. J. McMillan, A. M.	Presb.	2	2	106	50	56	94	12	.....	.....	.....	.....	.....	.....	.....
1321 School of the Good Shepherd	Ogden, Utah	0	1870	Charles G. Davis	P. E.	1	2	156	70	86	156	0	0	0	0	0	0	0	0
1322 Brigham Young Academy	Provo City, Utah	1875	1875	Karl G. Maeser	Mormon.	4	1	229	174	55	.....	15	17	.....	.....	.....	.....	.....	.....
1323 Rocky Mountain Seminary	Salt Lake City, Utah .....	.....	1869	Rev. John McEldowney, D. D.	M. E. ....	.....	3	155	95	60	.....	.....	.....	.....	.....	.....	.....	.....	.....
1324 St. Mark's Grammar School	Salt Lake City, Utah .....	.....	1867	Rev. G. D. B. Miller, A. M.	P. E.	4	4	16	516	249	500	30	6	29	.....	1	1	1	1
1325 Salt Lake Collegiate Institute	Salt Lake City, Utah	0	1875	John M. Coyner, M. D.	Presb.	1	1	5	184	100	84	184	20	0	3	0	0	0	0
1326 St. Paul's School	Walla Walla, Wash.	1872	Miss H. B. Garrison	P. E.	1	1	60	60	3

* From Report of the Commissioner of Education for 1876.

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Name.	Is drawing taught?		Is music taught?	Chemical laboratory.		Philosophical cabinet and apparatus.	Library.		Annual charge to each student.	Property, income, &c.				Number of weeks in school year.	Scholastic year begins —
	Mechanical.	Free hand.		Vocal.	Instrumental.		Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Andrews Institute.....	x		x	x	0	0	130	30	\$250				\$8,000	40	August, 1st Mon.
Wilcox Female Institute.....	0	0	x	x	x	x	500		45				3,000	40	October, 1st Mon.
Greene Springs School.....	0	0	0	0	x	x	3,000	0	60		\$0	\$0		39	October 1.
La Fayette Male and Female College.	0	0	0	x	x	x	0	0	30					40	January 1.
Germania Institute.....									50				3,500	40	Sept., 1st Mon.
Talladega College.....					0	x	500	114	114				50,000	36	October, 1st Tues.
Park High School.....	0	0	0	0	0	0	600	100	40				1,000	38	September 10.
Evening Shade College*															
Greenwood Male and Female Institute.	0	0	x	x	0	0	0	0	15-30		0	0	1,200	40	January, 2d Mon.
Searcy District High School.....		x	x	x	0	0	300		30-50					40	September 1.
St. Mary of the Pacific.....		x	x	x	0	0	400		40-60				10,000	40	July 20.
Mills Seminary for Young Ladies.....	x		x	x	0	x	2,500	100	6550					40	August 1.
Gilroy Seminary.....			x	x	0	x	345	20	30, 40, 60		0	0	2,000	40	August or July.
Immaculate Heart of Mary.....	0	0	x	x	0	0	0	0	30		0	0		45	August 16.
Academy of Notre Dame.....	0	0	x	x	0	0	534	28	20-40		0	0		44	Sept., 1st Mon.
Napa Collegiate Institute.....	x	x	x	x	x	x	600	50	270				13,000	40	August, 1st Thurs.
Napa Ladies' Seminary*	x	x	x	x	0	0	300		30-60				\$18,000	42	August, 1st Tues.
Convent of Our Lady of the Sacred Heart.	x	x	x	x	0	0	950	50	250					44	August 1.
Golden Gate Academy.....	0	x	x	x	0	0	150		70				3,000	40	August 1.
Yacerville Academy.....	0	0	x	x	x	0	200	15	50		0	0	5,000	40	August, 3d Mon.
Geacville's German School.....	x		x	x					24						
Sacramento Home School*	x	x	x	x	0	0	40	0	40		0	0	1,000	40	May.
Sacramento Institute.....	x	x	x	x	0	0			20-100					40	August 1.
Sacramento Select School.....	x	x	x	x	d0	d0			24-60					48	June 1.

a Have astronomical and geographical.

b Board and tuition.

c Grounds and buildings.

* From Report of the Commissioner of Education for 1876.

* Speculative aid from the public fund.

TABLE VI.—*Statistics of institutions for secondary instruction for 1877, §c.—Continued.*

NOTE.— x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in school year.	Scholastic year begins —
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Sacramento Young Ladies' Seminary	x	x	x	0	0	x	0	0	\$24-50	20,000	\$0	\$0	\$1,500	48	January 1.
St. Joseph's Female Academy	x	x	x	x	0	0	0	0	610-30	25,000	0	0	778	42	January 7.
Point Loma Seminary	0	x	x	0	0	x	0	0	35-50	5,000	0	0	700	40	September.
College of Notre Dame, Mission Dolores.	0	x	x	x	x	x	600	0	6265	0	0	0	0	44	July 15.
Home Institute*	x	x	x	x	x	x	550	25	100-200	20,000	0	0	3,500	40	August, 1st Mon.
Madame Zetkova's Institute*	x	x	x	x	x	x	2,000	500	75-400	25,000	0	0	10,000	44	Mon. after July 4.
Sacred Heart College	x	x	x	x	x	0	0	0	650	100,000	0	0	0	42	Mon. after July 4.
University (City) College	x	x	x	x	x	0	0	0	40-120	25,000	0	0	8,000	44	Mon. after July 4.
Urban Academy	x	x	x	x	0	0	200	25	100-175	40,000	0	0	12,000	40	August 2.
Laurel Hall	x	x	x	x	0	0	230	600	150	35,000	0	0	2,654	43	August, 1st Mon.
School of the Holy Cross.	x	x	x	x	0	0	840	56	80,000	80,000	0	0	0	40	Sept., 1st Mon.
St. Mary's Academy of the Sisters of Loretto.	x	x	x	x	x	x	500	200	60	40,000	0	0	10,000	40	September 5.
Wolfe Hall	x	x	x	x	0	0	1,400	0	200-250	15,000	0	0	60,000	39	September 15.
Bethany Academy	x	x	x	x	0	0	0	0	375	0	0	0	0	40	September 40.
Home School for Girls	0	0	0	0	0	0	0	0	60	0	0	0	0	40	September 3.
Commercial and Military Institute.	0	0	0	0	0	0	1,540	36	50-60	25,000	0	0	1,220	40	Sept., 1st week.
Golden Hill Institute and Family Boarding School.	0	x	x	x	x	x	1,000	200	100	30,000	0	0	0	40	September 20.
Golden Hill Seminary*	x	x	x	x	x	x	1,300	0	40-100	22,000	0	0	6,000	38	September 12.
Hillside Seminary	x	x	x	x	x	x	1,100	40	250,350	105,000	0	0	0	40	September 4.
Everest Rectory School	x	x	x	x	x	x	1,200	100	0	5,000	0	0	30	40	September 1.
Bacon Academy*	0	0	x	x	0	0	1,200	100	0	3,000	0	0	800	40	September 1.
Durham Academy	x	x	x	x	0	0	1,200	100	0	2,000	0	0	0	43	Sept., 1st Mon.
St. Margaret of Cortona	x	x	x	x	0	0	0	0	175	2,000	0	0	800	40	September 20.
Hill's Academy	0	0	0	0	0	0	20	10	0	5,000	125	0	800	40	September 4.
Gooden Academy	0	0	0	0	0	0	20	10	0	5,000	1,000	0	1,400	20	September 4.

NO.	SCHOOL.	BOYS.	GIRLS.	TOTAL.	DATE.
36	Woodburn	500	360	860	September 9.
37	Kent Seminary	40	40	80	September 10.
38	Rocky Dell Institute	30-45	5,000	5,000	September 11.
39	Young Ladies' Seminary	1,200	1,500	2,700	September 12.
40	Myrtle Valley English and Classical Institute	400	8,500	8,900	September 13.
41	New Britain Seminary	150	40-75	150	September 14.
42	Homesworth Family School for Young Ladies	500	60	560	September 15.
43	Miss Nott's School	70-106	50, 60, 70	156	September 16.
44	The Eldorado School	200	20,000	20,200	September 17.
45	West End Institute, Young Ladies' Boarding and Day School	x	20,000	20,000	September 18.
46	Bulkeley School	0	0	0	September 19.
47	Warman Academy	24	1,500	1,524	September 20.
48	Fitch's Home School for Young Ladies and Boys	50	40,000	40,050	September 21.
49	Hillside Family School for Boys	78-100	20,000	20,000	September 22.
50	The Solbeck School	65-50	50,000	50,000	September 23.
51	Boarding and Day School for Young Ladies	1,000	20,000	21,000	September 24.
52	French and English Boarding School	450	60-150	600	September 25.
53	Saybrook Seminary	150	25,000	25,150	September 26.
54	Seabury Institute	400	390	790	September 27.
55	Betta Military Academy	500	15,000	15,500	September 28.
56	Gothic Hall	500	25,000	25,500	September 29.
57	Select Boarding and Day School	500	100	600	September 30.
58	The Maples; Family School for Young Ladies	0	0	0	September 31.
59	English and Classical School	0	0	0	September 32.
60	Family School for Boys	100	250	350	September 33.
61	Stratford Institute	350	48-60	390	September 34.
62	Alworth Hall	1300	17,800	19,100	September 35.
63	The Gunnery	0	6400	6400	September 36.
64	St. Margaret's Diocesan School for Girls	2,000	80,000	82,000	September 37.
65	Oak Hill Ladies' Seminary	x	4,000	4,000	September 38.
66	Green's Farms Academy	x	40-50	40-50	September 39.
67	Wilton Academy	200-275	10,000	10,200	September 40.
68	Wilton Boarding Academy	0	30	30	September 41.
69	Winchester Institute	0	6,000	6,000	September 42.
70	Winkler Academy	1,000	200	1,200	September 43.

/Have access to the apparatus and Laboratory of Wee-

Average charge.

Annual Report of the Commissioner of Education for 1876.

d Cabinet of choice minerals.
e Apparatus, but no laboratory.

*** Partly free.
* Partly free.
* Partly free.
* Partly free.**

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TABLE VI.—Statistics of institutions for secondary instruction for 1877, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
01 Family School for Young Girls*.....				x	0	0	x		\$350	\$25,000				40	September.
02 Select Family School for Boys.....		x	x	x	0	0			\$350	50,000	\$0	\$0	\$2,500	40	Sept., 3d Wed.
03 Wilmington Conference Academy.....		x	x	x	0	0	0	0	45	10,000	0	0	1,800	40	Sept., 1st Mon.
04 Felton Seminary.....	x	x	x	x	0	0	300	200	18-86	30	0	0	1,400	39	Sept., 1st Mon.
05 Georgetown Academy*.....	0	0	0	0	0	0	0	0	30	2,500			750	40	September 4.
06 Laurel Classical and Commercial Academy*.....	0	0	0	0	0	0	0		225					43	September 1.
07 Milford High School.....	x		x	x	0	0	200		40	2,500				40	Sept., 2d Mon.
08 MHTon Academy.....	0	x	x	x	0	0	0	0	30	15,000	7,000	400		28	April 1.
09 Newark Academy.....			x	x	0	0	200		30-45					40	Sept., 1st Tues.
10 Smyrna Seminary.....	0	x	x	x										40	September.
100 Miss Robertson's Select School for Girls.....	x		x	x			900							40	Sept., 2d Wed.
101 Rugby Academy.....		x	0	0	x	x	600	100	265				5,875	39	Sept., 1st Mon.
102 Wyoming Institute of Delaware.....	0	x	x	x	0	x	200	20	233	7,000	0	0	1,600	40	September 4.
103 East Florida Seminary.....		x	x	x	x	x	250	50	0	0			0	39	Sept., 2d Mon.
104 Cookman Institute.....	0	x	x	x	0	0	300	200	40, 60	4,000	150	0	0	28	October 15.
105 Riverside Institute.....		x	x	x	0	0								40	October, 1st Mon.
106 St. Joseph's Academy.....	x	x	x	x	x	x	600		220-300	25,000					Sept., 1st Mon.
107 Convent of Mary Immaculate.....	0	0	0	0	0	x	61,227	755	213-54	8,000	0	0	2,720	42	Sept., 1st Mon.
108 Masonic Academy.....	0	0	0	0	0	x	500		213-54	8,000			1,000	36	October 1.
109 Christ Church School.....	0	0		x			500		213-54	8,000			3,500	36	Oct., 3d Mon.
110 Ambler Classical School*.....	0	0		x			500		213-54	8,000			3,500	40	Jan., 3d Mon.
111 Mulberry Grove Academy*.....	0	0		x			500		213-54	8,000			3,500	40	February 1.
112 Clark University.....	0	0	x	x	0	0	600	25	24	10,600			400	26	September 19.
113 Bardonia Academy.....	0	0	x	x	0	0	2,000	1,000	20	12,000			400	40	January 31.
114 Gordon Institute.....	0	0	x	x	0	0	2,000	1,000	20	12,000			400	40	September 1.
115 The Southern Academy.....	x				0	0	40		24-40	1,500			6,000	40	September 1.
116 Greenville Academy.....	x				0	0	40		24-40	1,500			6,000	40	January.

[illegible]

TABLE VI.—Statistics of institutions for secondary instruction for 1877, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in school year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of product. live funds.	Income from product. live funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Grand Prairie Seminary and Onarga Commercial College.	0		x	x	x	x	1,800		\$24	\$40,000	\$15,000	\$1,000	\$3,000	40	Aug., last Tues.
Edgar Collegiate Institute.	x	x	0	x	0	0	400	50	30	5,000			2,000	36	September 10.
Chadlock College.	x	x	x	x	x	x	500	25	30-45	200,000				39	September 6.
Todd Seminary for Boys.	x	x	x	x	x	x	500	25	2000	20,000			5,000	40	September 2.
Battle Ground Collegiate Institute*.	0		0		x	x	500	0	24	75,000			2,500	37	September 3.
Friends' Bloomingdale Academy.	0		0		x	x	500	0	18, 24, 30	5,500	6,500	600	977	37	September 27.
Bourbon College.	0	0	0	x	0	0	40	16	20	5,000	0	0	2,200	43	September 4.
Barnett Academy.	0	0	0	x	0	0	16	40	25	3,500	0	0	2,370	40	Sept., 1st Mon.
St. Augustine's School.	0	0	0	x	0	0	400	50	13	10,000				44	Sept., 1st Mon.
St. Mary's Academy.	0	0	0	0	0	0			20-30					40	Sept., 1st Mon.
Select School.	x	x	x	x	x	x			20-30					40	Sept., 1st Mon.
St. Mary's Academy*.	x	x	0	0	0	0	200	12	10-24	6,000	0	0	600	36	August 22.
Northeastern Indiana Literary Institute*.	0	x	0	0	0	0									
Blue River Academy.			x	x	x	0	75		(c)	2,000			(c)	32	September 1.
Academy of the Assumption*.		x	x	x	x	x			25	30,000			2,000	43	Sept., 1st Mon.
Spickard Academy.	x	x	x	x	x	x	2,000	25	25	12,000	3,000	200	3,800	40	Sept., 1st Mon.
Stockwell Institute.					x	0	50	0	24	12,000	0			36	Sept., 1st Mon.
St. Paul's Academy*.	x	x	x	x	x	x			25					42	Sept., 1st Mon.
Academic department of Vincennes University.	x	x	x	0	x	x	9		9	7,000	42,000	4,200	300	40	Sept., 1st Mon.
St. Rose's Boarding and Day School.	x	x	x	x	x	x	350		25	16,000				40	September 1.
Wayland Collegiate Institute.	0	x	0	x	0	x	500	0	25	8,000			900	36	Sept., 2d Mon.
Ashworth Institute.	x	x	0	0	0	0	200		25	15,000	10,000	500	1,500	36	Sept., 1st Mon.
Alton Seminary.	x	x	x	x	0	0	300		18					36	Sept., 1st Mon.
Jones County Academy.					0	0			20-25	6,000	0		1,000	44	Aug., 1st Mon.
Birmingham Academy and Boarding School.					0	0	40	16	20-25						

[illegible]

From Report of the Commissioner of Education for 1876.
 Board and tuition.
 A average charge.
 c Partly supported by public tax.
 d This is a preparatory school to Iowa College, and has the use of the laboratory and library of the college.
 f Grounds and buildings.
 g 650 volumes belong to literary societies.

TABLE VI. — *Statistics of institutions for secondary instruction for 1877, &c. — Continued.*

NOTE. — x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins —	
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.			
I	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	
Hitchcock Free High School.....					x	x	1,200	250	(a)	\$12,000	\$77,500	\$4,500		41	August.	
Wayside Family School.....		x	x	x	0	0	200	0	26275	4,000	16,000	1,000		40	April.	
Deerfield Academy and High School*	0	0	0	0	x	x	500		25	40,000	6,000	420	\$2,500	36	September 2.	
Nichols Academy.....					0	0	150		(c)	10,000	25,000	1,700		40	Sept., 1st Mon.	
Partridge Academy.....	x	x	x	x	6	0	200	10	300	10,000	10,000			40	Sept., 1st Mon.	
Mrs. Potter and Miss Pierce's Home Boarding School.....	0						200	0		10,000				40	September 9.	
Lawrence Academy.....		x	x	x	x	x	40		18	2,500	10,000	700	430	36	Sept., 1st Mon.	
Dean Academy.....	0	x	x	x	0	0	800	0	30	250,000	100,000	6,000	3,041	39	September.	
Sedgwick Institute.....			0	0	x	x	350		3300-400	18,000				38	Sept., 2d week.	
Prospect Hill School.....					0	0	75		60	25,000			5,000	39	Sept., 3d Wed.	
Elmwood Home.....	x	x	x	x	x	x	300							40	September 19.	
Hanover Academy.....	x	x	x	x	x	x	100		26	4,000	3,000	120		44	September.	
Derby Academy.....			x	0	x	x	100		(d)	10,000	30,000	2,050	392	40	August.	
Leicester Academy.....	x	x	x	x	x	x	650	25		15,000	35,000	2,150	620	41	Sept., 1st Mon.	
St. Patrick's Female Academy.....					0	0	50		(e)	5,000				44	September 1.	
Barstow School.....					x	x	(f)		6300	9,000			3,000	40	Sept., 1st Mon.	
Eaton Family School.....	x	x	x	x	0	x	2,500	200	30-42	15,000	11,000	770	800	39	Sept., 1st Mon.	
Peirce Academy.....					x	x	800	0	8	8,000	31,000	2,750	700	40	September 1.	
Highland Hall.....	0	0	x	0	x	x	2,000	0	125	40,000	56,352	3,761	5,000	40	September.	
Coffin School (Lancasterian School)			0	0	0	0	200	3		12,000	7,000	000	1,000	40	Sept., 1st Mon.	
Friends' Academy.....	x	x	0	0	x	x	200	2	50	10,000	7,000	000	4,000	40	Sept., 1st week.	
Consolidated High and Putnam Schools. ^h	x	x	0	0	0	0	200		1224	10,000	10,000			40	Sept., 2d week.	
South Berkshire Institute*							200							40	September 20.	
New Salem Academy.....			0	0	0	0	200							40		
Hillside Boarding and Day School.....	x	x	0	0	0	0	200							40		
Miss Salisbury's School for Young							200							40		

TABLE VI.—*Statistics of institutions for secondary instruction for 1877, &c.*—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Value of grounds, buildings, and apparatus.	Property, income, &c.			Number of weeks in scholastic year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.			Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Pontotoc Male Academy									\$230-40	\$3,000			\$800	40	September.
Sardis Institute.	0	0	x	x	0	0	0	0	230-50	8,000	\$0		4,000	40	September 1.
Vaiden Male and Female Institute.	0	0	0	0	0	0	800	100	30-50	6,000	0		1,250	40	September 1.
Arcadia College	0	0	0	0	0	0	0	0	20-50	50,000	0		0	40	Sept., 2d Mon.
The Kemper Family School.	0	0	0	0	0	x	0	0	6300	22,000	0		15,000	40	Sept., 2d Thurs.
Chillicothe Academy.	0	0	0	0	0	x	0	0	40	4,000	0		1,500	40	Sept., 1st Mon.
St. Joseph's Academy	0	0	0	0	0	0	100	25	150	8,000	0		1,000	40	September 16.
Grand River College	0	x	x	x	x	0	500	80	27	10,000	0		1,500	36	Sept., 1st week.
Kirkwood Seminary	x	x	x	x	0	x	100	100	60-80	30,000	0		0	40	June, 3d Thurs.
Marionville Collegiate Institute.	0	0	0	0	0	x	0	0	18-27	25,000	0		15,000	40	September.
Palmyra Seminary	0	x	x	x	x	0	2,000	25	334	2,000	0		1,800	40	Sept., 1st Wed.
St. Paul's College	0	x	0	0	0	x	500	0	40	10,000	0		1,000	40	September.
High School in St. Charles College	0	0	0	0	0	x	1,000	0	645	12,000	0		3,500	40	Sept., 1st Mon.
Young Ladies' Institute.	0	0	0	0	0	x	1,800	(d)	40-64	61,200	0		18,000	40	September 1.
German Institute	x	x	0	0	x	x	0	0	150	50,000	0		0	40	September 2.
Mrs. Cuthbert's Seminary for Young Ladies.	x	x	x	x	0	x	2,140	0	630	3,000	0		1,900	40	Sept., 2d Wed.
St. Patrick's Academy	x	0	0	0	0	0	0	0	274	3,000	0		1,600	40	Sept., 1st Mon.
School of the Good Shepherd	0	0	0	0	0	0	100	50	20,50	3,000	125		0	40	Sept., 1st Mon.
Shelby High School	0	0	0	0	0	x	0	0	624	25,000	0		8,000	40	Sept., 1st Tues.
Stewartville Male and Female Seminary.	0	0	0	0	0	x	2,000	20	734-9	12,000	1,000		770	39	Aug., last Tues.
Brownell Hall.	0	0	0	0	0	x	175	0	10-24	6,000	200		850	28	Aug., last Mon.
Proctor Academy.	0	0	0	0	0	x	300	0	15	10,000	0		9400	34	September 3.
Atkinson Academy	x	0	0	0	0	0	450	0	421	2,000	10,000		200	44	September 2.
Beebe's Academic and Normal Institute.	0	0	0	0	0	x	0	0	0	30,000	1,000		0	39	Sept., 1st Mon.
Chester Academy	0	0	0	0	0	0	0	0	0	0	0		0	40	Sept., 1st Mon.
Western High School	0	0	0	0	0	0	0	0	0	0	0		0	40	Sept., 1st Mon.

TABLE VI.—Statistics of institutions for secondary instruction for 1877, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Number of weeks in school last year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.							
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Freehold Institute.....	x	0	x	x	x	x	2,000	100	\$50-80	\$60,000	\$0	\$0	\$20,000	40	Sept., 2d Tues.
Hackensack Academy.....	0	0	0	0	x	x	500	10	80-100	200,000	0	0	0	40	September 12.
Century Collegiate Institute.....	0	x	x	x	x	x	0	0	42	8,000	0	0	0	39	September 9.
Young Ladies' Seminary.....	0	x	x	x	x	x	0	0	38-42	23,000	0	0	17,459	44	September 2.
Hoboken Academy.....	x	x	x	0	x	x	0	0	22-80	23,000	0	0	4,000	44	September 1.
Martha Institute.....	x	x	x	x	x	x	0	0	30	20,000	0	0	805	40	Sept., 1st Mon.
Young Ladies' Institute.....	x	0	x	x	x	x	300	25	50	10,000	0	0	10,009	40	Sept., 2d Wed.
Roswell Seminary.....	x	x	x	0	0	0	2,030	20	60-100	50,000	0	0	0	40	September 13.
Jamesburg Institute.....	x	x	x	x	x	x			100				0	38	Sept., 2d Mon.
Madison Institute.....	x	x	x	x	x	x			45	9,000	0	0	4,000	40	September 11.
Classical and Commercial High School.....	0	x	x	x	x	x	1,800	15	40-75	12,000	0	0	1,000	40	September 12.
Lawrenceville Female Seminary.....	0	x	x	x	x	x			8-15				0	40	Sept., 1st Tues.
Glenwood Institute.....	0	x	x	x	0	0			12-25				10,000	40	September 12.
St. Stephen's School.....	0	x	x	x	0	0	400		100	25,000			10,000	40	Sept., 1st Mon.
Billside Cottage Seminary.....	0	x	x	x	0	0			400				0	40	September 18.
Boarding School for Boys.....	0	x	x	x	0	0							0	29	September 19.
English and French Boarding and Day School for Young Ladies.....	0	x	x	x	0	0							0	39	September.
Miss Woodward's Seminary.....	0	x	x	x	0	0							2,000	40	Sept., 2d or 3d Wed.
Cedar Grove Boarding School for Young Ladies.....	0	x	x	x	0	0	300	0	60-100	15,000			0	40	September 8.
Seminary for Young Ladies.....	0	x	x	x	0	0			30-60	9,000			823	40	September 4.
Newton Collegiate Institute.....	0	x	x	x	0	0	215	14	42-80	0	0	0	2,500	40	September 15.
Montrose Military Institute.....	0	x	x	x	0	0	1150		50-80				0	40	September 17.
Massachusetts School for Boys.....	0	x	x	x	0	0	500						0	40	September 17.
Tollman Seminary.....	0	x	x	x	0	0							0	40	September 17.

TABLE VI.—Statistics of institutions for secondary instruction for 1877, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in school year.	Scholastic year begins —
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
I	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Canisota Academy	x	x	x	x	x	x	500	0	4-10	\$17,000	\$0	\$0	\$1,000	39	September.
Drew Seminary and Female College	x	x	x	x	x	x	3,000	0	24-32	60,000	0	0	0	38	August 12.
Chappaqua Mountain Institute	0	0	0	0	0	0	360	0	260	60,000	0	0	3,000	40	September 10.
Chatham Academy	0	0	0	0	0	0	40-50	1	40-50	3,983	0	0	0	40	September 7.
Cincinnati Academy	x	x	x	x	0	0	343	1	164-24	10,000	0	0	3,000	42	July 1.
Clifton Springs Seminary	x	x	x	x	0	0	312	12	164-250	3,000	0	0	0	40	September.
Ladies' School	x	x	x	x	x	x	220	5	40	5,000	35,000	2,400	1,500	40	Sept., 1st Thurs.
Clinton Grammar School	0	x	x	x	x	x	2,600	10	24-36	20,000	2,400	2,500	2,500	39	Aug., 1st Wed.
Clinton Liberal Institute	0	x	x	x	0	0	28	0	28	10,000	0	0	0	38	Sept., 1st Tues.
Cottage Seminary	x	x	x	x	0	0	350	0	350	20,000	0	0	0	38	September 20.
Dwight's Home School for Girls	x	x	x	x	x	x	1,110	60	28-100	32,000	0	0	2,700	40	Sept., 3d Thurs.
Houghton Seminary	x	x	x	x	0	0	450	0	80, 100	12,000	0	0	0	48	September 13.
Lessem's Academy	x	x	x	x	0	0	880	0	80, 100	20,000	0	0	0	40	October.
Miss Walther's Private School	x	x	x	x	x	x	100	100	a500	20,000	0	0	0	40	September 10.
Poppenhusen Institute	x	x	x	x	0	0	150	150	15-40	4,147	0	0	0	42	September 1.
Cornwall Heights School	x	0	0	x	0	0	500	0	a400	23,000	0	0	3,000	40	September 20.
Cossack Academy	x	x	x	x	x	x	700	20	24-30	25,000	0	0	0	37	September 12.
Croton Military Institute	x	x	x	x	x	x	21	0	21	3,000	1,500	105	2,475	43	August 27.
Deansville Seminary	x	x	x	x	x	x	3	3	30	20,250	0	0	0	39	August 28.
Delaware Academy	0	0	0	0	0	0	600	0	184-30	17,540	0	0	0	40	September.
Aurora Academy	0	0	0	0	0	0	715	0	12-30	7,725	0	0	0	40	September 9.
East Bloomfield Academy	0	0	0	0	0	0	400	200	10-30	10,175	0	0	0	39	September 2.
East Hamburg Friends' Institute	x	x	x	x	x	x	14,000	0	15-30	4,000	0	0	1,000	40	Sept., 1st Wed.
Friends Seminary of Easton	x	x	x	x	x	x	4,000	0	4,000	27,000	0	0	2,775	39	August 2.
Rural Seminary	x	x	x	x	x	x	375	0	60-130	30,000	0	0	2,775	40	Sept., 1st Thurs.
Starkey Seminary	x	x	x	x	x	x	1,543	0	60-130	30,000	0	0	2,775	40	Sept., 1st Thurs.
Methodist Institute	x	x	x	x	x	x	1,543	0	60-130	30,000	0	0	2,775	40	Sept., 1st Thurs.

694	Manro Collegiate Institute.	x	x	x	x	x	x	x	850	15	8-24	20,000	0	0	0	850	41	August 24.
695	Fairfield Seminary.	x	x	x	x	x	x	x	2,000	12	30	22,000	0	0	0	3,500	39	August 27.
696	Fergusonville Academy.	x	x	x	x	x	x	x	430	12	a250	12,000	0	0	0	a6,000	42	May 8.
697	S. S. Seward Institute.	x	x	x	x	x	x	x	300	0	20-30	12,000	0	1,400	0	600	40	September.
698	Finishing Institute.	x	x	x	x	x	x	x	1,000	0	80	50,000	0	0	0	0	40	Sept., 2d week.
699	Macgregor Hall.	x	x	x	x	x	x	x	1,000	0	60-80	100,000	0	0	0	1,100	40	September 15.
700	St. Joseph's Academy.	x	x	x	x	x	x	x	489	17	a250	37,000	0	0	0	2,114	42	Sept., 1st Mon.
701	St. Joseph's Academy.	x	x	x	x	x	x	x	489	17	62	31,725	0	0	0	1,100	39	Sept., 1st Tues.
702	Fort Plain Seminary and Female Collegiate Institute.	x	x	x	x	x	x	x	1,800	500	27-36	20,000	0	0	0	2,000	42	Aug., last Wed.
703	Delaware Literary Institute.	x	x	x	x	x	x	x	500	0	104-171	25,000	0	3,500	0	1,125	39	August 23.
704	Ten Broeck Free Academy.	x	x	x	x	x	x	x	750	25	27	10,000	0	0	0	2,000	39	September 1.
705	Friendship Academy.	x	x	x	x	x	x	x	700	0	27	18,000	0	0	0	1,500	39	Sept., 1st Mon.
706	Falley Seminary.	x	x	x	x	x	x	x	469	2	a275	6,235	0	190	0	11,000	40	September 10.
707	St. Mary's School.	x	x	x	x	x	x	x	500	0	21-27	6,000	0	0	0	900	39	Aug., last week.
708	St. Paul's School.	x	x	x	x	x	x	x	500	0	40	12,000	0	0	0	0	40	Sept., 1st Mon.
709	Gilbertsville Academy and Collegiate Institute.	x	x	x	x	x	x	x	300	18	a21	13,800	0	1,680	0	2,350	39	September 4.
710	Elmwood Seminary.	x	x	x	x	x	x	x	351	0	20-32	2,600	0	0	0	925	40	Sept., 1st Mon.
711	Glen's Falls Academy.	x	x	x	x	x	x	x	300	25	a250-350	7,000	0	0	0	a5,000	42	Sept., 1st Mon.
712	Home School for Boys.	x	x	x	x	x	x	x	192	40	40-45	12,800	0	0	0	2,219	40	May 1.
713	Gouverneur Weoley Seminary.	x	x	x	x	x	x	x	50	0	24-48	9,000	0	0	0	1,800	40	Sept., 1st Tues.
714	Greenville Academy.	x	x	x	x	x	x	x	453	20	a5-15	14,833	0	420	0	1,272	40	September.
715	Haverstraw Mountain Institute.	x	x	x	x	x	x	x	1,000	390	21-40	34,000	0	600	0	8,924	40	September 15.
716	Hempstead Institute.	x	x	x	x	x	x	x	400	0	a68	9,000	0	0	0	1,000	40	Sept., 1st Wed.
717	Hudson Young Ladies' Seminary.	x	x	x	x	x	x	x	400	0	a5-7	3,400	0	0	0	1,056	40	Sept., 1st Tues.
718	Hudson Young Ladies' Seminary.	x	x	x	x	x	x	x	400	0	a5	74,500	0	1,056	0	2,939	39	Sept., 1st Mon.
719	The Misses Skinner's School for Young Ladies.	x	x	x	x	x	x	x	453	20	21-24	43,635	0	210	0	919	40	August 24.
720	Miss Devereux' School for Young Ladies and Children.	x	x	x	x	x	x	x	550	50	18-27	60,000	0	0	0	10,009	39	August 28.
721	Union Hall Seminary.	x	x	x	x	x	x	x	392	0	19-27	16,439	0	0	0	1,709	41	July 15.
722	Lansingburgh Academy.	x	x	x	x	x	x	x	80	0	104-27	2,000	0	0	0	1,205	39	Sept., 2d Wed.
723	Leroy Academic Institute.	x	x	x	x	x	x	x	800	6	100	12,000	0	0	0	2,000	40	September 1.
724	St. Paul's School.	x	x	x	x	x	x	x	1,310	33	24	16,000	0	0	0	1,200	39	Sept., 1st Wed.
725	Normal Institute.	x	x	x	x	x	x	x	500	0	21	16,000	0	0	0	1,825	39	September 1.
726	Genesee Weoley Seminary.	x	x	x	x	x	x	x	500	0	21	16,000	0	0	0	1,825	42	August 1.
727	Lowville Academy.	x	x	x	x	x	x	x	500	0	21	16,000	0	0	0	1,825	42	August 1.
728	Macedon Academy.	x	x	x	x	x	x	x	500	0	21	16,000	0	0	0	1,825	42	August 1.
729	Franklin Academy.	x	x	x	x	x	x	x	500	0	21	16,000	0	0	0	1,825	42	August 1.
730	St. John's School for Boys.	x	x	x	x	x	x	x	500	0	21	16,000	0	0	0	1,825	42	August 1.
731	Martin Institute.	x	x	x	x	x	x	x	500	0	21	16,000	0	0	0	1,825	42	August 1.
732	Family School.	x	x	x	x	x	x	x	500	0	21	16,000	0	0	0	1,825	42	August 1.
733	Mechanicville Academy.	x	x	x	x	x	x	x	500	0	21	16,000	0	0	0	1,825	42	August 1.
734	Mexico Academy.	x	x	x	x	x	x	x	500	0	21	16,000	0	0	0	1,825	42	August 1.
735	Montgomery Academy.	x	x	x	x	x	x	x	500	0	21	16,000	0	0	0	1,825	42	August 1.

* From Report of the Commissioner of Education for 1876.
 † Board and tuition.
 ‡ Belongs to the university system of New York, but is not supported by tax; draws a small sum from State libraries fund.
 § Also \$23,000 in bonds at present unproductive.
 ¶ Winter term.

TABLE VI.—Statistics of institutions for secondary instruction for 1877, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?				Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in school year.	Scholarship year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.					Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33		
785 Pulaaki Academy.....	x				x	x	500				\$24	\$15,000			\$2,560	39	August 26.
786 Chamberlain Institute and Female College.....		x			x	x	1,400	100	15-24		105,000	\$40,000	\$2,800		4,000	42	September 1.
787 Red Creek Union Seminary.....							100	2	21		11,000				775	39	August 20.
788 De Garmo Institute.....	x	x	x	x	x	x	1,000		200		25,000	0	0	0	5,625	40	September 17.
789 Female Academy of the Sacred Heart.....	x	x	x	x	x	x					100,000					40	Sept., 1. & Wed.
790 Livingston Park Seminary.....		x	x	x	0	0	300	10	60		25,000	0	0	0	5,000	40	September 16.
791 Miss Crutenden's English and French School.....	x				0	0	400									38	September 13.
792 Nazareth Academy.....							310	40	200		40,000				7,000	42	Sept., 1st Mon.
793 Rochester Female Academy.....		x	x	x	0	x	250		40-50		7,750				2,500	40	Sept., 1st Mon.
794 Rochester Realschule.....	x	x	x	x		x	256	20	13-34		15,000				4,000	48	May 1.
795 St. Patrick's Preparatory Seminary.....																	
796 St. Peter's Academy.....		x	x	x	x	x	300	25	24		12,000				1,200	40	Sept., 1st Mon.
797 Boarding and Day School for Young Ladies.....		x	x	x	x	x	300		60							40	September 16.
798 Rye Seminary.....							1,000	25	3350		55,000					40	September.
799 Washington Academy.....	x	x	x	x	x	x	1,800	25	25		32,000				3,000	40	Sept., 1st Mon.
800 Temple Grove Seminary.....		x	x	x	x	x	1,000		50		100,000					36	September 17.
801 Saugerties Institute.....	0	0	0	0	0	0	0		16-40		6,000	0	0	0	1,000	40	September 3.
802 Mt. Pleasant Military Academy.....	x	x	x	x	x	x	13,000	10,000	3500		75,000					40	September 20.
803 Ossining Institute for Young Ladies.....	x	x	x	x	x	x	1,200		30-60		45,000				8,000	40	September 17.
804 Rev. D. A. Holbrook's Military School.....	0	0	0	0	0	0	100	40	80		30,000	0	0	0		40	September 16.
805 Vredefort.....	0	0	0	0	0	0	0		500		25,000	0	0	0		37	September 13.
806 Rutgers Academy.....	0	0	0	0	0	0	250	5	18-27		16,025	0	0	0	550	32	August 1.
807 Bogertville Union Seminary.....	0	0	0	0	0	0	225				30,000				500	35	August 13.

STATISTICAL TABLES.

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NO.	SCHOOL	TYPE	AGE	BOYS	GIRLS	TOTAL	EXPENSE	REVENUE	NET	PER	DATE
810	Union School	Common	5-18	0	0	0	21,000	0	0	4,330	Sept. 1st Mon.
811	Melchess Institute	Common	5-18	0	0	0	12,000	0	0	480	Sept. 31 Mon.
812	Mountain Institute	Common	5-18	0	0	0	30,000	0	0	0	September 10.
813	Irving Institute	Common	5-18	0	0	0	0	0	0	15,000	Sept. 21 Tues.
814	Miss Bulkeley's School	Common	5-18	0	0	0	658	0	0	4,350	September 3.
815	Trinity School	Common	5-18	0	0	0	75,000	0	0	5,210	Sept. 3d Wed.
816	Troy Female Seminary	Common	5-18	0	0	0	24	10,000	700	1,101	August 28.
817	Unadilla Academy	Common	5-18	0	0	0	645	30,000	0	68,824	September 10.
818	Oakwood Seminary	Common	5-18	0	0	0	100	10,000	0	2,000	Sept. 2d week.
819	Oakdale Family School for Boys	Common	5-18	0	0	0	630	10,335	800	885	August 20.
820	Walton Academy and Union School	Common	5-18	0	0	0	211	10,000	0	1,500	July 15.
821	Walworth Academy	Common	5-18	0	0	0	24	6,000	0	1,933	September 10.
822	Warrensburg Academy	Common	5-18	0	0	0	621	15,000	0	2,300	August 1.
823	Riverside Seminary	Common	5-18	0	0	0	632	30,000	0	613,000	Sept. 3d Wed.
824	West Winfield Academy	Common	5-18	0	0	0	632	90,000	0	3,983	August 28.
825	Alexander Institute	Common	5-18	0	0	0	18	15,800	490	1,188	September.
826	Whitestown Seminary	Common	5-18	0	0	0	14-27	4,872	0	1,854	Sept. 21 Monday.
827	Middlebury Academy	Common	5-18	0	0	0	60-120	2,000	0	0	September.
828	Yates Academy	Common	5-18	0	0	0	24-32	2,000	0	500	September 3.
829	School for Young Ladies and Children	Common	5-18	0	0	0	10-20	2,500	0	0	October 1.
830	Ravencroft School	Common	5-18	0	0	0	35	2,500	0	0	March 4.
831	Belvidere Academy	Common	5-18	0	0	0	50	2,000	0	1,000	Jan. 1st Thurs.
832	Belvidere Classical School	Common	5-18	0	0	0	20-60	25,000	0	3,000	July 21 Monday.
833	Cary Female Seminary	Common	5-18	0	0	0	10-40	16,000	0	0	September 20.
834	Hughes's School	Common	5-18	0	0	0	10-38	3,000	0	900	November 1.
835	Charlotte Institute for Young Ladies	Common	5-18	0	0	0	25	1,000	0	0	January 20.
836	Scotia Seminary	Common	5-18	0	0	0	45	6,000	0	0	Aug. 2d Wed.
837	Bethel Academy	Common	5-18	0	0	0	16	2,000	0	0	Jan. 1st Monday.
838	Rock Spring Seminary	Common	5-18	0	0	0	20-25	30,000	0	700	Aug. last Mon.
839	East Bend Academy	Common	5-18	0	0	0	25-50	2,500	0	2,000	August 1.
840	Graham High School	Common	5-18	0	0	0	112	25,000	0	1,000	July 15.
841	Hicksville Academy	Common	5-18	0	0	0	638	10,000	0	4,000	Aug. 1st Mon.
842	Hillsboro' Military Academy	Common	5-18	0	0	0	20	1,200	0	0	January.
843	Somerville Institute	Common	5-18	0	0	0	15-40	3,000	8,000	500	Aug. 1st Mon.
844	Lincolnton Male and Female Academies	Common	5-18	0	0	0	30	1,200	0	1,000	November 12.
845	Bingham School	Common	5-18	0	0	0	630	5,000	0	1,600	Jan. 1st Monday.
846	Monroe High School	Common	5-18	0	0	0	20-50	1,500	0	1,900	Aug. 1st Monday.
847	Mt. Airy Male High School	Common	5-18	0	0	0	40-50	50,000	0	1,800	September 13.
848	Mt. Pleasant Female Seminary	Common	5-18	0	0	0	650	0	0	0	September.
849	New Garden Boarding School	Common	5-18	0	0	0	0	0	0	0	
850	Catawba High School	Common	5-18	0	0	0	0	0	0	0	
851	Locust Hill Seminary	Common	5-18	0	0	0	0	0	0	0	
852	Peace Institute	Common	5-18	0	0	0	0	0	0	0	
853	Raleigh High School	Common	5-18	0	0	0	0	0	0	0	

* Free to residents.
 * Tuition free except for music.

b Board and tuition.
 c Academic department only reported; the Union School is free.

* From Report of the Commissioner of Education for 1876.
 a Average charge.

TABLE VI.—Statistics of institutions for secondary instruction for 1877, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in school year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
854 Washington School.....		x		x	0	0	150	0	24	\$3,000			\$214	40	Sept., 1st Monday.
855 Reynolds Male Institute.....			x		0	0	1,000	50	40	1,000			400	40	Oct., 1st Monday.
856 Buckhorn Academy.....	x		x	0	0	0	1,000	0	40	1,000			800	40	Oct., 1st Monday.
857 Yale Hill Academy.....		x	x	x	0	0	0	0	18	1,500			1,000	40	August 6.
858 Sylvan Academy.....		x	x	x	0	0	0	0	18	1,500			406	40	September 9.
859 Hopewell Academy.....	0	0	0	0	0	0	0	0	20-40	5,000	\$0	\$0	406	40	August 1.
860 Rev. Daniel Morrell's English and Classical School.....	0	0	0	0	0	x	2,000	0	55-75	5,000			500	40	Oct., 1st Thurs.
861 Williston Academy.....	0	0	x	0	0	0	0	0	8	6,000	0	0	557	32	October.
862 Williston Collegiate Institute.....		x	x	x	x	x	1,200	50	45	15,000	0	0	3,500	38	Oct., 1st Mon.
863 Almond Creek Academy.....	0	x	0	0	x	x	500	200	93, 103	2,000			400	39	Sept., 1st Tues.
864 Grand River Institute.....			0	0	0	0	800	0	18-21	15,000			30	39	August 20.
865 Bartlett Academy.....	0	0	0	0	0	0	0	0	18-21	2,500	0	0	22	46	August 12.
866 Randall Academy.....	0	x	0	x	0	x	200	100	25-40	6,000	2,250	180	1,200	38	April 1.
867 Beverly College.....	0	0	0	x	0	0	500	0	20-25	5,000	1,100	80	700	39	Aug., 1st Wed.
868 Academy of Central College.....	0	0	x	x	x	x	500	500	18-24	20,000			1,200	37	Sept., 1st Wed.
869 Daguerre Collegiate Institute.....	x	x	x	x	x	x	500	500	30-50	6,000			1,200	44	Sept., 1st Mon.
870 Literary Institute of the Sisters of Notre Dame.....	x	x	x	x	x	x	7,000	100					20,000	36	Sept., 1st Mon.
871 Mt. St. Vincent's Academy, Cedar Grove.....	x	x	x	x	x	x	1,500	100					4,000	42	Sept., 1st Mon.
872 St. Joseph's College.....	x	x	x	x	x	x	2,100	200	24-30	55,000	0	0	0	36	Oct., 1st Mon.
873 Clermont Academy.....	x	x	x	x	x	x	300	0	30	5,000	0	0	3,782	40	September 8.
874 Cleveland Academy.....	x	x	x	0	0	0	475	175	80	25,000			3,700	43	Sept., 1st Mon.
875 St. Mary's Institute, Nazareth.....	x	x	x	x	x	x	9-20	175	9-20	150,000			1,820	40	Aug., 1st Mon.
876 Washington Academy.....	x	x	x	x	x	x	500	20	23	38,000			20	39	September 10.
877 Galia Academy.....	x	x	x	x	x	x	500	20	23	38,000			20	39	September 10.

TABLE VI.—Statistics of institutions for secondary instruction for 1877, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in school year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Academy of Mary Immaculate	0	x	x	x	x	x	300	20	\$40	\$7,000	\$0	\$0	\$2,000	44	August 26.
Unipqua Academy	0	x	x	x	x	x	300	0	80	15,000	0	0	5,000	40	September 18.
School for Girls	x	x	x	x	0	x	500	0	a300	100,000	0	0	21,000	40	September 13.
Andalusia Hall	x	x	x	x	0	x	1,200	0	35	40,000	0	0	5,500	42	September 1.
St. Xavier's Academy	0	x	x	x	x	x	600	50	425	30,000	0	0	0	40	September 18.
Beaver College and Musical Institute	0	x	x	x	0	x	500	0	50	30,000	0	0	0	39	September 16.
Bishopthorpe School	0	x	x	x	0	x	700	100	223	12,000	0	0	1,800	37	September 16.
Mountain Seminary	x	x	x	x	x	x	1,000	100	25	8,000	0	0	1,000	44	September 5.
Kallvreen Academy	x	x	x	x	0	x	500	0	40	0	0	0	0	42	August 1st Mon.
Mt. Pleasant Seminary	x	x	x	x	0	x	0	0	0	0	0	0	0	40	August 1.
Family and Day School for Young Ladies	x	x	x	x	0	0	0	0	0	0	0	0	0	0	September 11.
Witherspoon Institute	x	x	x	x	0	0	100	0	15-25	15,000	0	0	0	39	May.
Chester Academy	x	x	x	x	x	x	6400	10	a50	12,000	0	0	3,000	40	Sept., 2d Mon.
Maplewood Institute	x	x	x	x	x	x	600	0	a200	30,000	0	0	0	40	September 10.
Chester Valley Academy	0	x	x	x	x	x	500	50	60	25,000	0	0	0	40	Sept., 1st Wed.
Doylesstown Seminary	0	x	x	x	0	x	500	0	60	20,000	0	0	0	40	September 3.
Linden Female Seminary	0	x	x	x	0	0	0	0	36-60	15,000	0	0	2,500	40	Sept., 1st Mon.
Trach's Academy	0	0	0	0	0	0	15	3	30-75	0	0	0	0	44	August 20.
Elfersbridge Academy	0	0	0	0	0	0	6700	100	20-30	2,500	0	0	800	40	Sept., 1st Wed.
St. Benedict's Academy	x	x	x	x	x	x	1,300	50	24	30,000	0	0	0	40	Sept., 1st Mon.
Keystone Academy	x	x	x	x	x	x	500	40	100	30,000	0	0	0	40	Sept., 1st Tues.
Collegiate Institute	x	x	x	x	0	0	0	0	25-50	10,000	0	0	800	40	Sept., 1st Mon.
Friends' Graded School	x	x	x	x	0	0	200	0	50-80	50,000	0	0	1,500	40	Sept., 1st week.
Germantown Academy	x	x	x	x	0	0	1,000	0	50	80,000	0	0	1,500	40	September 12.
Holidayburgh Seminary	x	x	x	x	0	0	300	0	32-60	5,000	0	0	1,000	40	Sept., 1st Tues.
Eclectic Institute	x	x	x	x	0	0	300	15	0	0	0	0	0	40	Sept., 1st Thurs.
Botswyl Academy	x	x	x	x	0	0	0	0	0	0	0	0	0	40	Sept., 1st Thurs.

[illegible]

A These schools, under the management of the same society of Friends, are connected in matters of business.
‡ Free by endowment.
§ Apparatus.

(See Table IX.)

* From Report of the Commissioner of Education for 1876.
 a Board and tuition.
 b Belong to literary societies.
 c Average charge.

TABLE VI.—Statistics of institutions for secondary instruction for 1877, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in school year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
984 School for Young Ladies.....	0	x	0	x	x	x	700	200	\$190	\$20,000	\$0	\$0	\$10,000	40	September 16.
985 School for Young Ladies.....	0	x	0	x	x	x	700	200	32-125	30,000				38	September 20.
986 School for Young Ladies.....	0	x	0	x	x	x	700	200							
987 Seminary for Young Ladies and Little Girls.....	0	x	0	x	x	x	700	200							
988 Supplee Institute for Young Ladies.....	0	x	0	x	x	x	700	200							
989 Tioga Seminary.....	0	x	0	x	x	x	700	200							
990 West Chestnut Street Institute.....	0	x	0	x	x	x	700	200							
991 West Penn Square School.....	0	x	0	x	x	x	700	200							
992 William Penn Charter School.....	0	x	0	x	x	x	700	200							
993 Young Ladies' Academy, Mt. St. Joseph.....	0	x	0	x	x	x	700	200							
994 Episcopal Classical Academy.....	0	x	0	x	x	x	700	200							
995 Cottage Seminary for Young Ladies.....	0	x	0	x	x	x	700	200							
996 Reid Institute.....	0	x	0	x	x	x	700	200							
997 Clarion Collegiate Institute.....	0	x	0	x	x	x	700	200							
998 Merrill's Academic School.....	0	x	0	x	x	x	700	200							
999 Classical department of Missionary Institute.....	0	x	0	x	x	x	700	200							
1000 Cheltenham Academy.....	0	x	0	x	x	x	700	200							
1001 Stewarton English and Classical Institute.....	0	x	0	x	x	x	700	200							
1002 Waverly Boarding School.....	0	x	0	x	x	x	700	200							
1003 Waverly Board for Girls.....	0	x	0	x	x	x	700	200							
1004 Stoddard Hall Collegiate Institute.....	0	x	0	x	x	x	700	200							
1005 Washington Hall Collegiate Institute.....	0	x	0	x	x	x	700	200							
1006 Hamiltonian Institute.....	0	x	0	x	x	x	700	200							

TABLE VI.—Statistics of institutions for secondary instruction for 1877, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
1047 Edgefield Female Seminary*.....	0	0	x	x	0	0	300	.....	\$40-80	\$10,000	.....	.....	\$3,500	40	Sept., 1st Mon.
1048 Edgefield Male Academy.....	0	0	0	0	0	0	407	103	50	5,500	.....	.....	3,100	40	September 1.
1049 Friendsville Institute*.....	0	0	0	0	0	x	.....	.....	.....	3,000	.....	.....	700	35	August 22.
1050 Tannehill College.....	0	0	0	0	0	0	0	0	.....	3,500	.....	.....	1,500	40	Feb., 21 Mon.
1051 Edwards Academy.....	x	x	x	x	0	0	0	0	.....	2,000	.....	.....	.....	36	September 5.
1052 West Tennessee Seminary.....	0	0	x	x	0	0	0	0	10-30	1,800	.....	.....	650	40	September 2.
1053 Huntington Male and Female Academy.....	0	0	x	x	0	0	0	0	25	1,000	.....	.....	600	40	Sept., 1st Mon.
1054 Sam Houston Academy*.....	x	x	x	x	0	0	750	.....	15-50	7,000	5,000	500	975	.....	Sept., 1st Mon.
1055 South Normal School and Business Institute (academic department)*.....	x	x	x	x	0	0	.....	.....	.....	5,000	.....	.....	2,000	40	Sept., 1st Mon.
1056 Greenwood Seminary.....	x	x	x	x	0	0	4,000	50	300	15,000	2,000	400	5,000	40	Sept., 1st Mon.
1057 Lebanon Female College*.....	0	0	x	x	0	0	0	0	.....	4,000	.....	.....	2,300	40	Sept., 1st Mon.
1058 Masonic Academy*.....	0	0	0	0	0	0	0	0	21	2,000	0	0	800	40	Aug., 1st Mon.
1059 Hopewell Academy.....	0	0	0	0	0	0	0	0	15	1,500	.....	.....	.....	40	September.
1060 Savannah Grove Academy.....	0	0	x	x	0	0	0	0	15	500	.....	.....	.....	40	January 1.
1061 London High School.....	x	x	x	x	0	0	0	0	16-48	10,000	0	0	900	40	Aug., 1st Mon.
1062 Lynchburg Male and Female Academy.....	x	x	x	x	0	0	0	0	620-40	1,000	0	0	1,400	20	Aug., 1st Mon.
1063 Macedonia Male and Female Academy.....	x	x	x	0	0	0	0	.....	.....	3,042	.....	.....	.....	.....	.....
1064 Macedonia Academy.....	0	0	0	0	0	0	0	.....	.....	1,500	0	0	.....	40	Sept., 1st Mon.
1065 Waters and Walling College.....	0	0	0	0	0	0	0	.....	15-20	5,000	.....	.....	500	40	Aug., 1st Mon.
1066 Martin Male and Female Academy.....	0	0	x	x	0	0	1,000	200	.....	3,500	0	0	3,000	40	September.
1067 Masonic Female Institute.....	0	0	x	x	0	0	0	0	.....	3,500	0	0	.....	40	Sept., 1st Mon.
1068 Blodgett Institute.....	0	0	x	x	0	0	0	0	37	4,000	.....	.....	600	40	March, 1st Mon.
1069 St. Mary's School.....	x	x	x	x	0	0	0	0	(d)	5,000	.....	.....	.....	40	September 14.
1070 Morristown Female High School.....	0	0	x	x	0	0	0	0	30-40	2,000	.....	.....	2,000	40	September 1.
1071 Keagan High School.....	0	0	x	x	0	0	0	0	20	2,200	0	0	.....	40	August 27.

STATISTICAL TABLES.

[illegible]

Grounds and buildings.
Supported by Freedmen's Aid Society of M. E. Church.
For month.

Per session.
Five months each year free.
Receives aid from Baptist Home Missionary Society.

* From Report of the Commissioner of Education for 1876.
Average charge.
Partly free.

TABLE VI. — Statistics of institutions for secondary instruction for 1877, &c. — Continued.

NOTE. — x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year begins—	
	Mechanical.	Free hand.	Vocal.	Instrumental.			Value of grounds, buildings, and apparatus.	Amount of productive funds.		Income from productive funds.	Receipts for the last year from tuition fees.				
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Vermont Episcopal Institute (academic department).		x	x	x	x	x	3,600	12	\$50	\$20,000	\$0	\$0	\$1,500	43	Sept., 1st Wed.
Dorby Academy	0	x	x	x	x	x	500	0	220	12,000	300	300	1,400	36	September.
Essex Classical Institute.	0	0	x	0	0	x	0	0	15-18	5,000	10,000	600	900	36	August 29.
Orleans Liberal Institute.		0	x	0	x	x	75		8-16		700	40		25	September.
Champlain Hall.	x	0	x	x	0	0	115	0	620	1,000	0	0	450	40	Sept., 1st Mon.
Lamodio Central Academy.	0	0	0	0	0	0	100	12	12-18	3,500	200	200	200	33	September 4.
Jericho Academy.	0	0	x	x	x	x	200	0	620	25,000	4,500	250	1,250	34	Sept., 1st Mon.
Black River Academy.	x	x	x	x	x	x	0	0	21-30	25,000	3,000	200	450	33	Aug., last Tues.
Lyndon Literary Institution.		0	x	x	0	0	1,500		12-15	1,000	1,400	50	105	12	September 1.
McIndoe's Falls Academy.	0	0	x	x	x	x			3					38	Sept., 1st Mon.
Morgan Academy.		0	x	x	x	x								39	September 19.
Montebello Ladies' Institute.	0	0	x	x	x	x	150	0	21	4,000	11,500	500	900	39	September 3.
Beeman Academy.	0	0	x	x	0	0			6	4,000	0	0	168	13	Aug., last week.
Boarding School.		x		x	x	x									
Caledonia County Grammar School.	0	x	0	x	x	x			16	8,000	14,000	800	700	41	Sept., 1st Tues.
Troy Conference Academy.		x	x	x	x	x	580	0	230	45,000	0	0	5,256	40	August 28.
Rural Home.	0	0	x	0	0	0	0	0	400	7,000	0	0		40	Sept., 1st Wed.
Villa Barlow Boarding and Select School of the Sisters of Notre Dame.		x	x	x			300	100	10-20	10,000				44	September 1.
St. Johnsbury Academy.	x	x	0	x	x	x	340	15	30	90,000	13,400	800	5,500	40	Aug., last Tues.
Vermont Academy.	x	0	x	x	x	x	200	200	24-30	2,500	70,000	4,000	945	39	Sept., 1st Wed.
Green Mountain Perkins Academy.	x	0	x	x	0	0	1,000	0	21	2,500	14,000	1,000	900	34	August 27.
Thetford Academy and Boarding School.	0	0	0	0	0	0	21,200		20-24	10,000	5,000	1,300	800	41	September 2.
Bell Institute.	0	0	0	0	0	0			22-45	500			200		September.

1123	Brattleboro Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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¹¹⁶ * From Report of the Commissioner of Education for 1876. *a* Average. *b* Free to a number. *c* The school library has been united with the "Memorial Library." *d* Partly free, but not supported by public tax. *e* The Xentes schools embrace two schools about six miles apart; they have the same board of trustees and are supported by board and tuition. *f* Board and tuition. *g* private endowment. *h* private endowment.

TABLE VI.—Statistics of institutions for secondary instruction for 1877, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in school year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
1182 St. Mary's Institute.....	x	x	x	x	x	x	1,500	0	\$180	\$15,000			\$1,500	44	Sept., 1st Mon.
1183 Lakeside Seminary.....	x	x	x	x	0	x	500	0	32-50	50,000				40	September 18.
1184 St. Mary's Institute.....	x	x	x	x	0	x	500	0	150-182	50,000				40	Sept., 1st Mon.
1185 St. Catharine's Female Academy.....	x	x	x	x	0	x	40	0	105	4,500	\$0	\$0	1,365	44	Sept., 1st Mon.
1186 Rochester Seminary.....	x	x	x	x	0	x	6,500	0	25	4,500				38	Sept., 2d Tues.
1187 Seminary of St. Francis of Sales.....	x	x	x	x	0	x	1,100	0	18-24	4,000	0			43	Sept., 1st Tues.
1188 Big Foot Academy.....	x	x	x	x	0	x	300	0	24-32	1,500	2,000	125	1,880	39	Sept., 1st Wed.
1189 Carroll College.....	x	x	x	x	0	x	1,500	0	20-75	10,000				40	Sept., 1st Tues.
1190 Georgetown Collegiate Institute.....	x	x	x	x	0	x	300	0	20-75	10,000				40	September 13.
1191 Georgetown Female Seminary.....	x	x	x	x	0	x	300	0	20-75	10,000				40	September 13.
1192 Georgetown Institute for Males.....	x	x	x	x	0	x	300	0	20-75	10,000				40	September 16.
1193 Young Ladies' Seminary.....	x	x	x	x	0	x	300	0	20-75	10,000				42	Sept., 1st Mon.
1194 Academy of the Visitation.....	x	x	x	x	0	x	300	0	20-75	10,000				44	Sept., 1st Mon.
1195 Boys' English and Classical High School.....	x	x	x	x	0	x	300	0	20-75	10,000				44	Sept., 1st Mon.
1196 English and French Boarding and Day School.....	x	x	x	x	0	x	300	0	20-75	10,000				40	August, last Mon.
1197 English, French, and Classical Institute.....	x	x	x	x	0	x	300	0	20-75	10,000				40	September 20.
1198 Incarnation Church School.....	x	x	x	x	0	x	300	0	20-75	10,000				40	Sept., 2d Mon.
1199 Miss Calkins' Select School.....	x	x	x	x	0	x	300	0	20-75	10,000				40	September 11.
1200 Misses Parley's Select School.....	x	x	x	x	0	x	300	0	20-75	10,000				40	September.
1201 Mt. Vernon Institute.....	x	x	x	x	0	x	300	0	20-75	10,000				39	September.
1202 Mt. Vernon Seminary.....	x	x	x	x	0	x	300	0	20-75	10,000				40	September 16.
1203 Park Seminary.....	x	x	x	x	0	x	300	0	20-75	10,000				40	September 16.
1204 Rittenhouse Academy.....	x	x	x	x	0	x	300	0	20-75	10,000				40	September 16.
1205 Rittenhouse Seminary.....	x	x	x	x	0	x	300	0	20-75	10,000				40	September 16.

List of institutions for secondary instruction from which no information has been received.

Name.	Location.	Name.	Location.
Dadeville Masonic Female Institute.	Dadeville, Ala.	Cedar Grove Female Seminary	Louisville, Ky.
Hamner Hall School for Boys	Montgomery, Ala.	Visitation Academy	Mayaville, Ky.
Southwood Select School	Talledega, Ala.	Academy of St. Vincent de Paul.	Morganfield, Ky.
Ursuline Academy of St. John Baptist.	Tuscaloosa, Ala.	Owenton High School	Owenton, Ky.
Lutheran High School	Fort Smith, Ark.	Bath Seminary	Owingsville, Ky.
St. Ann's Academy	Fort Smith, Ark.	Prof. W. H. Lookhart's School.	Paris, Ky.
St. Mary's Academy	Little Rock, Ark.	St. Charles School	Paris, Ky.
Prairie Home Seminary	Rally Hill, Ark.	Select School	Paris, Ky.
Batavia Select School	Batavia, Cal.	Mt. St. Benedict's Academy ..	Portland, Ky. (Cedar Grove).
Napa Seminary	Napa City, Cal.	Vanceburg Male and Female High School.	Vanceburg, Ky.
St. Joseph's Academy	Oakland, Cal.	Le Têche Seminary	Baldwin, La.
Howe's High School and Normal Institute.	Sacramento, Cal. (6th st. between J and K).	Feliciana Female Collegiate Institute.	Jackson, La.
Sacramento Seminary	Sacramento, Cal. (I st. between 10th and 11th).	D'Aquin Institute	New Orleans, La. (232 Bayou Road).
Seminary for Young Ladies (Mrs. R. T. Huddart).	San Francisco, Cal.	Institution of the Sisters of St. Joseph.	New Orleans, La. (box 1555).
Academy of our Lady of the Sacred Heart.	Hartford, Conn.	University School (E. C. Venable).	New Orleans, La.
Young Ladies' Boarding and Day School (Mrs. C. E. Richardson).	Stamford, Conn.	Ursuline Order	New Orleans, La.
Young Ladies' Institute	Windsor, Conn.	Somerset Academy	Athens, Me.
St. John's Male Academy	Jacksonville, Fla.	St. Catharine's Hall	Augusta, Me.
Sisters of the Holy Names	Key West, Fla.	Family School for Girls at "The Willows."	Farmington, Me.
Adairsville High School	Adairsville, Ga.	Harpwell Academy	North Harpwell, Me.
Academy of the Immaculate Conception.	Atlanta, Ga.	Boarding and Day School for Young Ladies.	Portland, Me.
St. Mary's Academy	Augusta, Ga.	All Saints' School	Baltimore, Md.
Summerville Academy	Augusta, Ga.	Richland School for Boys	Baltimore, Md. (145 Lanvale st.).
Barnesville High School	Barnesville, Ga.	School of Letters and Sciences for Boys.	Baltimore, Md. (78 Read st.).
Byron Academy	Byron, Ga.	Cambridge Male Academy	Cambridge, Md.
Camak Academy	Camak, Ga.	Mt. de Sales Academy	Near Catonsville, Md.
Cartersville Seminary	Cartersville, Ga.	Alnwick Female Seminary	Contee's Station, Md.
Gilmer Street School	Cartersville, Ga.	St. Joseph's Academy	Near Emmittsburg, Md.
Centerville High School	Centerville, Ga.	Howard Institute	Matthew's Store P. O., Md.
Select School for Boys and Girls.	Cuthbert, Ga.	Mt. St. Agnes' Academy	Mt. Washington, Md.
O. O. Nelson Institute	Dawson, Ga.	St. Thomas' Home School	Owings' Mills, Md.
Decatur High School	Decatur, Ga.	Milton Academy	Philopolis P. O., Md.
Hawkinsville High School	Hawkinsville, Ga.	Evandale Home School	Near Port Deposit, Md.
Cherry High School	Houston County, Ga.	Prof. Henry Cragg's Academy	St. Denis, Md.
Union Springs High School ..	Murray County, Ga. (874th district).	School for Young Ladies (Mrs. Cushing).	Boston, Mass. (Highlands, 123 Warren st.).
Mercer High School	Penfield, Ga.	St. Joseph's Select School	Cambridgeport, Mass.
Academy of St. Vincent de Paul.	Savannah, Ga.	Home and Day school for Girls (Mrs. James P. Walker).	Jamaica Plain, Mass.
Taylor's Creek Academy	Taylor's Creek, Ga.	Home School for Boys	Marblehead, Mass.
Kelly Springs School	Washington County, Ga.	Eaglenest	Newburyport, Mass.
Whitesburg Seminary	Whitesburg, Ga.	Boarding and Day School (Mrs. M. C. Brooks).	Newton Centre, Mass.
Ursuline Academy	Alton, Ill.	Home School for Boys	Northborough, Mass.
Loretto Academy	Cairo, Ill.	Highland Institute	Petersham, Mass.
Benedict Academy	Chicago, Ill.	St. Francis Xavier's Academy.	Baraga, Mich.
Chicago Academy	Chicago, Ill. (11 Eighteenth st.).	Convent of Our Lady of La Salette.	Marquette, Mich.
Institute of the Infant Jesus.	Quincy, Ill.	Assumption School	St. Paul, Minn.
St. Mary's Institute	Quincy, Ill.	Mrs. Wheaton's Day School ..	St. Paul, Minn.
The Bettie Stuart Institute ..	Springfield, Ill.	St. Louis School	St. Paul, Minn.
Our Lady of the Sacred Heart.	Fort Wayne, Ind.	St. Paul's Female Seminary ..	St. Paul, Minn.
St. Ignatius' School	La Fayette, Ind.	Brookhaven High School for Boys.	Brookhaven, Miss.
Collegiate Institute	La Grange, Ind.	High School	Fayette, Miss.
John Street High School	New Albany, Ind.		
St. Joseph's Academy	South Bend, Ind.		
St. Paul's Grammar School	Valparaiso, Ind.		
Mt. Pleasant High School and Female Seminary.	Mt. Pleasant, Iowa.		
School of the Parish of the Good Shepherd.	Frankfort, Ky.		
Warrendale College	Georgetown, Ky.		
Christian College	Hustonville, Ky.		
St. Augustine's Academy	Lebanon, Ky.		
Christ Church Seminary	Lexington, Ky.		
Lexington Select Male School.	Lexington, Ky.		

List of institutions for secondary instruction, &c.—Continued.

Name.	Location.	Name.	Location.
le Institute	Gholson, Miss.	English, French, and German	New York, N. Y.
Academy	Holly Springs,	School for Young Ladies	(10 Gramercy
	Miss.	(Miss Haines).	Park).
gh School	Pass Christian,	French and English Boarding	New York, N. Y.
	Miss.	and Day School (Miles.	(277 Madison
inary for Girls	Yazoo, Miss.	D'Ormeux and Keith).	ave. cor. 40th
's Academy	Cape Girardeau,		st.).
	Mo.	Gardner Institute	New York, N. Y.
Academy	Palmyra, Mo.		(620 5th ave.).
of St. Francis de	Ste. Genevieve,	Hendrick Institute	New York, N. Y.
	Mo.		(33 W. 42d st.).
of the Sacred Heart.	St. Louis, Mo.	Lyons Collegiate Institute	New York, N. Y.
gh School	Antrim, N. H.		(5 E. 22d st.).
School	Conway, N. H.	MadamedeValencia's Institute	New York, N. Y.
h School	Dover, N. H.		(83 W. 130th st.).
ry's Academy	Manchester, N. H.	Madame O. da Silva's School ..	New York, N. Y.
Select School	Marlboro', N. H.		(17 W. 38th st.).
nd Day School for	Elizabeth, N. J.	Miss Burgess' School	New York, N. Y.
adies (Misses Clark-			(108 W. 47th st.).
Bush).		School for Boys (Mrs. George	New York, N. Y.
nd Day School for	Elizabeth, N. J.	Vandenhoff).	(100 W. 42d st.).
Ladies (Miss Ran-		School for Young Ladies (Mrs.	New York, N. Y.
's Classical School	Elizabeth, N. J.	Griffits).	(23 W. 48th st.).
stitute		Seabury Seminary	New York, N. Y.
th's Academy	Iselin, N. J.		(125 W. 42d st.).
s Preparatory	Madison, N. J.	Ursuline Academy	New York, N. Y.
g School	Near Madison,		(East Morrisa-
College for Young	N. J.		nia).
	Plainfield, N. J.	Home Institute	Nyack, N. Y.
male Academy	Albany, N. Y.	Cary Collegiate Seminary	Oakfield, N. Y.
Brothers' Academy	Albany, N. Y.	Cary School	Oakfield, N. Y.
iversity (academic	Alfred, N. Y.	Sisterhood of Gray Nuns	Ordenaburgh, N.
ent).			Y.
th's Academy	Allegany, N. Y.	Sisters of St. Ann	Oswego, N. Y.
ad French Boarding	Astoria, N. Y.	Parma Institute	Parma, N. Y.
School		Pelham Female Institute	Pelham, N. Y.
ad English Home	Babylon, N. Y.	Boys and Girls' School (Miss	Poughkeepsie, N.
S.		Woodcock).	Y.
G. Bryan's Board-	Batavia, N. Y.	Birds' Nest Cottage Home	Rhinebeck, N. Y.
for Young Ladies.		School	
ale College	Binghamton, N. Y.	Classical School	Rochester, N. Y.
's Academy	Brooklyn, N. Y.	Hartford Academy	South Hartford,
's Academy	Brooklyn, N. Y.		N. Y.
ool for Young La-	Brooklyn, N. Y.	Koble School (Mary J. Jack-	Syracuse, N. Y.
dame de Castro).	(238 Raymond	son).	
	street).	Home Institute	Tarrytown, N. Y.
's Academy	Buffalo, N. Y.	Jackson Military Institute	Tarrytown, N. Y.
Union School and	Champlain, N. Y.	Utica Female Academy	Utica, N. Y.
v.		White Plains Female Institute	White Plains, N.
Classical Union	Clarence, N. Y.		Y.
		White Plains Seminary	White Plains, N.
all Academy	Flatbush, N. Y.		Y.
Seminary for Boys	Flushing, N. Y.	Private School	Dunn's Rock, N.
e Seminary	Gainesville, N. Y.		C.
adies' Seminary, Mt.	Greenbush, N. Y.	Mills River Academy	Henderson
			County, N. C.
Female Seminary ...	Hamilton, N. Y.	Female Seminary	Hillsboro', N. C.
Quin's School.	Hartford, N. Y.	Female Seminary	Raleigh, N. C.
cademy and Union	Henrietta, N. Y.	St. Augustine's Normal School	Raleigh, N. C.
		and Collegiate Institute.	
rille Academy	Lawrenceville,	Ursuline Academy	Cleveland, Ohio.
	N. Y.	St. Aloysius Seminary	Columbus, Ohio.
hool for Young La-	Newburgh, N. Y.	Friends' Boarding School	Mt. Pleasant,
s Mackie).			Ohio.
nd Day School for	New York, N. Y.	Carleton College	Syracuse, Ohio.
Ladies (Mrs. J. T.	(7 E. 42d st.).	St. Mary's Academy for Young	Jacksonville,
).		Ladies.	Oreg.
nd Day School for	New York, N. Y.	Portland Academy and Female	Portland, Oreg.
adies (Mrs. Storer).	(12 E. 47th st.).	Seminary.	
ad French Boarding	New York, N. Y.	St. Paul's Academy	St. Paul, Oreg.
School (Mrs. Wil-	(20 W. 39th st.).	Academy of the Sacred Heart.	Salem, Oreg.
		St. Paul's Academy	Salem, Oreg.
d French School for	New York, N. Y.	Bellefonte Academy	Bellefonte, Pa.
adies (Miss Ayres).	(15 W. 42d st.).	Bethlehem Home School for	Bethlehem, Pa.
rench and German	New York, N. Y.	Boys.	
g and Day School	(32 W. 40th st.).	Columbia High School	Columbia, Pa.
(stock).		Boarding School for Young	Downingtown,
rench and German	New York, N. Y.	Ladies (Mary B. Thomas	Pa.
g and Day School	(52 W. 47th st.).	sisters).	
urrtson).		Boarding and Day School for	Germantown, Pa.
		Young Ladies.	(324 German-
			town ave.).

List of institutions for secondary instruction, &c.— Continued.

Name.	Location.	Name.	Location.
School for Young Ladies (Miss Julia A. Wilson).	Germantown, (Phil.), Pa. (103 Harvey st.).	Female Institute.....	Chattanooga, Tenn.
Academy of our Lady of the Sacred Heart.	Harrisburg, Pa.	Flag Pond Seminary	Flag Pond, Tenn.
St. Mary's Academy for Young Ladies.	Holidaysburg, Pa.	Harrison High School.....	Harrison, Tenn.
Collegiate Institute.....	Jersey Shore, Pa.	Fairmount.....	Moffat, Tenn.
Eaton Female Institute.....	Kennett Square, Pa.	Oak Grove Academy.....	Pin Hook Land- ing, Tenn.
St. Xavier's Academy.....	Latrobe, Pa.	Powder Springs Academy	Powder Springs, Tenn.
Academy of the Assumption..	Philadelphia, Pa.	Fulton Academy.....	Smithville, Tenn.
Academy of the Sisters of Mercy.	Philadelphia, Pa.	Cumberland Institute.....	Near Sparta, Tenn.
Boys' Select School	Philadelphia, Pa. (Cherry st., above 9th).	Spring Hill Female Academy.	Spring Hill, Tenn.
Collegiate School.....	Philadelphia, Pa. (s. w. cor. Broad and Walnut sts.).	Walnut Grove Academy.....	Walnut Grove, Tenn.
Collegiate School.....	Philadelphia, Pa. (16th and Spruce sts.).	Watanga Academy	Watanga, Tenn.
Convent of the Society of the Holy Child Jesus.	Philadelphia, Pa. (1221 Walnut st.).	Oakland Male and Female Academy.	Waynesboro', Tenn.
East Walnut Street Female Seminary.	Philadelphia, Pa. (n. w. cor. 40th and Sansom sts.).	Convent of the Incarnate Word Ursuline Academy.....	Brownsville, Tex.
English and Classical School for Boys.	Philadelphia, Pa. (1532 Spruce st.).	St. Mary's Hall	Laredo, Tex.
Ingleside Seminary	Philadelphia, Pa. (637 W. 17th st.).	Convent of Our Lady of Vermont.	East Rutland, Vt.
Miss E. M. Bennett's School...	Philadelphia, Pa. (1907 Pine st.).	New Hampton Institute	Fairfax, Vt.
Miss V. P. Brown's School....	Philadelphia, Pa. (612 N. 13th st.).	Hardwick Academy	Hardwick, Vt.
Mt. Vernon Seminary and Kindergarten.	Philadelphia, Pa. (1712 Jefferson st.).	Londonderry Academy.....	Londonderry, Vt.
St. Joseph's Academy.....	Philadelphia, Pa. (Oxford Church P. O.).	Shoreham Central High School	Shoreham, Vt.
Select School, (Mr. E. Roberts)	Philadelphia, Pa. (1806 Wallace st.).	Underhill Academy.....	Underhill, Vt.
Ury House Academy.....	Pittsburgh, Pa.	Academy of the Visitation....	Abingdon, Va.
Wallace Street Seminary for Young Ladies.	St. Mary's, Pa.	St. Mary's Academy.....	Alexandria, Va.
The Bishop Bowman Institute.	Sharon Hill, Pa.	Ann Smith Academy	Lexington, Va.
St. Benedict's Academy.....	Torresdale, Pa.	St. Mary's Academy.....	Norfolk, Va.
Catholic Female Seminary	West Chester, Pa.	St. Patrick's Female Academy.	Richmond, Va.
Convent of the Sacred Heart..		Southern Female Institute....	Richmond, Va.
Academy of the Immaculate Heart, Villa Maria.		Oak Hill Institute	Wadesville, Va.
Mantua Academy.....	West Philadel- phia, Pa. (Powelton avenue and 35th st.).	Academy of the Visitation....	Mt. de Chantal near Wheeling W. Va.
Academy of the Sacred Heart.	Newport, R. I.	Lindsley Institute	Wheeling, W. Va.
St. Bernard's Academy.....	Woonsocket, R. I.	St. Joseph's Academy.....	Wheeling, W. Va.
Academy of our Lady of Mercy	Charleston, S. C.	St. Mary's School	Wheeling, W. Va.
Ursuline Institute (Valle Crucis).	Near Columbia, S. C.	Waupaca County Academy ...	Baldwin's Mills, Wis.
Brewer Normal School.....	Greenwood, S. C.	Gymnasium der Evangel. Luth. Synode von Wisconsin.	Watertown, Wis.
Academy of Our Lady of Mercy	Sumter, S. C.	Academy of the Visitation....	Georgetown, D.C.
St. Stephen's School.....	Wilmington, S. C.	Academy of the Sacred Heart of Mary.	Washington, D.C.
Oak Grove Academy.....	Cave Spring, Tenn.	Capitol Hill Female Seminary.	Washington, D. C. (217 A st. s. e.).
Chapel Hill High School	Chapel Hill, Tenn.	Emerson Institute (Charles B. Young, jr.).	Washington, D. C. (14th st., bet. I and K).
		Pinkney Institute	Washington, D. C. (1403 New York ave.).
		Thompson Academy	Washington, D.C.
		Young Ladies' Seminary (Miss M. J. Harrover).	Washington, D. C. (1336 I st.).
		Cherokee Female Seminary ...	Near Tableghash Ind. Ter.
		St. Michael's College.....	Santa Fé, N. Mex.
		University of Washington Ter- ritory.	Seattle, Wash.
		St. Joseph's Academy.....	Steilacoom, Wash.

TABLE VI.—*Memoranda.*

Name.	Location.	Remarks.
Rev. N. H. Eggleston's English and Classical School for Boys.	Granby, Conn	Removed to Willamstown, Mass.
Home School for Young Ladies (Mrs. J. S. Harlem).	Norwalk, Conn	Closed.
Taylor Academy	Wilmington, Del.	Sold to the city.
Peach Orchard High School	Buena Vista, Ga.	Suspended.
Corinth Academy	Corinth, Ga.	See St. Cloud High School; identical.
Flemington Institute	Flemington, Ga.	Name changed to Tranquill Institute.
Hilliard Institute	Forsyth, Ga.	Suspended.
Macon County Seminary	Hicks' Mills, Ga.	Not found.
Washington Institute	Linton, Ga.	Name changed to Adams' Practical School.
Mt. Zion Institute	Mt. Zion, Ga.	Not found.
Masonic Institute	Ringgold, Ga.	Closed.
D. Campbell's Home School	Rutledge, Ga.	Closed.
Toccoa Collegiate Institute	Toccoa, Ga.	Not found.
St. Francis Xavier's School	Dyersville, Iowa	For primary instruction only.
New Providence Academy	New Providence, Iowa	Closed.
La Rue County High School	Buffalo, Ky.	See La Rue English and Classical Institute; identical.
Flemingsburg Seminary	Flemingsburg, Ky.	Merged into Kalamont High School.
Kentucky High School	Frankfort, Ky.	Name changed to Kentucky Ecclesial Institute.
Clay Seminary	Manchester, Ky.	Closed.
Patterson Female Institute	North Middletown, Ky.	Closed.
St. Vincent's Academy	Fairfield, La.	Not in existence.
Blue Hill Academy	Blue Hill, Me.	Temporarily closed.
Houlton Academy	Houlton, Me.	See Table VII.
Melrose School	Baltimore, Md.	Closed.
Samuel T. Lester's Seminary for Young Ladies and Girls.	Baltimore, Md.	Closed.
Darlington Academy	Darlington, Md.	Became a part of the public school system, September, 1877.
St. Clement's Hall	Ellicott City, Md.	Closed.
Mechanicstown Male and Female Seminary.	Mechanicstown, Md.	Closed.
Codman Mansion Home School	Boston, Mass. (24th ward)	Closed.
Hopkins Academy	Hadley, Mass.	Now a free high school.
Preston Cottage School	Newton, Mass.	Closed and succeeded by Hillside Boarding and Day School.
Select School	Mankato, Minn.	Probably now a part of the public school system.
Red Wing Collegiate Institute	Red Wing, Minn.	Sold to the Norwegian Lutherans.
Iuka Collegiate Institute	Iuka, Miss.	See Iuka Presbyterial Male High School.
Parks' Female Institute	Ripley, Miss.	Closed.
Lincoln Institute	Jefferson City, Mo.	See Table III.
Van Rensselaer Academy	Rensselaer, Mo.	Suspended.
Lake Village Select School	Lake Village, N. H.	Now a public grammar school.
Landaff High School	Landaff, N. H.	Only a common school.
Raymond High School	Raymond, N. H.	Has no permanent instructors.
Farnum Preparatory School	Beverly, N. J.	See Table VII.
Bound Brook Institute	Bound Brook, N. J.	Closed.
Hulse Seminary	Newark, N. J.	Suspended.
Boarding and Day School (Misses French and Randolph).	New Brunswick, N. J.	Removed to Baltimore, Md.
Boarding and Day School for Young Ladies (Misses Bucknall).	New Brunswick, N. J.	Name changed to Cedar Grove Boarding School for Young Ladies.
Tyng Seminary	Orange, N. J.	Not found.
A. T. Baldwin's Private School for Boys.	Brooklyn, N. Y. (25 Tompkins Place).	Suspended.
Remsen Street School	Brooklyn, N. Y.	See Columbian Institute; identical.
St. Mary's Academy	Brooklyn, N. Y.	See St. Mary's School; probably identical.
Bede Hall (boarding school for boys) ...	Cooperstown, N. Y.	Suspended.
Boarding and Day School on the Hudson (Miss E. E. Dana).	Dobbs' Ferry, N. Y.	Removed to Morristown, N. J.
Marshall Seminary of Easton	Easton, N. Y.	Name changed to Friends' Seminary of Easton.
Half Moon Institute	Half Moon, N. Y.	Sold to the district.
Kearsarge School for Boys	Kingston, N. Y.	Closed.
Jackson Institute	Morrisania, N. Y.	See Jackson Institute, New York, N. Y. (Boston ave. and 167th street); identical.
Charlier Institute for Young Ladies	New York, N. Y.	Succeeded by French and English School, Mlle. Lenz, principal.
Dr. Van Norman's Classical School	New York, N. Y.	Name changed to Van Norman Institute.

TABLE VI.—*Memoranda*—Continued.

Name.	Location.	Remarks.
English, French and German School for Young Ladies (Miss C. A. Hinsdale).	New York, N. Y.	Closed.
Fort Washington English and French Institute.	New York, N. Y.	Closed and succeeded by Fort Washington French College.
German-American Institute	New York, N. Y. (336 W. 29th street).	See Moeller Institute; identical.
Girard Institute	New York, N. Y.	Not found.
Lespinasse Fort Washington Institute ..	New York, N. Y.	Closed.
Mr. Hammond's School	New York, N. Y. (40 W. 29th street).	Not found.
Park Institute	New York, N. Y.	See New York Latin School; identical.
North Granville Seminary	North Granville, N. Y.	Not in existence.
Ogdensburg Educational Institute	Ogdensburg, N. Y.	Not in existence.
Boys and Girls' Institute (Mrs. Clearwater).	Poughkeepsie, N. Y.	Closed.
St. Mark's School	Near Rochester, N. Y.	Closed.
Trumansburg Academy	Trumansburg, N. Y.	Not in existence.
Howland School	Union Springs, N. Y.	See Table VIII.
Woodhull Academy	Woodhull, N. Y.	Now a part of the public school system.
Locust Hill Seminary	Yonkers, N. Y.	Name changed to School for Young Ladies and Children.
Yonkers Military Academy	Yonkers, N. Y.	Not in existence.
Mohegan Lake School	Yorktown, N. Y.	Not in existence.
Harlowe Creek Academy	Carteret County, N. C.	Only a common school.
Biddle Memorial Institute	Charlotte, N. C.	Now Biddle University; see Table IX.
Lovejoy Academy	Raleigh, N. C.	Not found.
Wentworth Male Academy	Wentworth, N. C.	Not found.
Stantonsburg High School	Wilson County, N. C.	See Hopewell Academy, Stantonsburg; identical.
Yadkinville School	Yadkinville, N. C.	Not found.
Canton Collegiate Institute	Canton, Ohio	Closed.
Maineville Academy and Training School	Maineville, Ohio	Now a public high school.
Koch and Crumbaugh's School	Toledo, Ohio	Closed.
Canaan Academy	Windsor, Ohio	Not in existence.
Young Ladies' Seminary	Carlisle, Pa.	Not in existence.
Ercildoun Seminary for Young Ladies ..	Ercildoun, Pa.	Removed to West Chester under the name of Darlington Seminary for Young Ladies.
Friends' Select School	Germantown, Pa. (Germantown ave.).	See Philadelphia.
Mt. Dempsey Academy	Landisburg, Pa.	Not in existence.
Muncy Seminary	Muncy, Pa.	Removed.
Aldine English and Classical Institute ..	Philadelphia, Pa.	See English and Classical Institute; identical.
Boarding and Day School for Young Ladies (Miss Eldredge).	Philadelphia, Pa. (611 Marshall street).	Closed.
School for Young Ladies (Anne V. Bufum).	Philadelphia, Pa.	Not in existence.
Select Private School (Miss F. Creighton).	Philadelphia, Pa.	Not in existence.
Washington Institute for Young Ladies (Miss Mary E. Clarke).	Philadelphia, Pa.	See Seminary for Young Ladies and Little Girls (probably identical).
West Penn Square Academy	Philadelphia, Pa.	Closed and succeeded by Langton Select Academy.
West Walnut Street School	Philadelphia, Pa. (1519 Walnut street).	Not in existence.
Eildon Seminary	Shoemakertown, Pa.	Closed.
Lexington Female High School	Lexington C. H., S. C.	Closed.
Male High School	Columbia, Tenn.	See Columbia High School.
Rhea Academy	Greenville, Tenn.	Closed and succeeded by Edwards Academy.
McKenzie College (preparatory department).	McKenzie, Tenn.	See Table VII.
McMinn Grange High School	Mouse Creek, Tenn.	See McMinn County Agricultural and Scientific School; identical.
Chattanooga High School	Ooltewah, Tenn.	See Ooltewah Academy; probably identical.
Owensville High School	Owensville, Tex.	Not found.
Christ Church School	Fairfax, Vt.	Closed and succeeded by Champlain Hall, Highgate.
Church and Home School for Girls and Small Boys.	Herndon, Va.	See Herndon Female Institute; identical.
English and French School for Young Ladies (Miss S. L. Jones).	Washington, D. C. (121 Maryland ave. n. e.).	Removed; not found.
Muskogee Institute	Eufaula, Ind. T. (Creek Nation).	Closed.
English and Classical School	Santa Fé, N. Mex.	Closed.

by the United States Bureau of Education.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Students.										Number of weeks in scholastic year.
						7	8	9	10	11	12	13	14	15	16	
1 Oak Mount School for Boys.....	Napa, Cal.....	1873	1873	C. M. Walker, A. B.....	Non-sect.....	5	12	15	51	8	2	...	6	3-5	42	
2 California Military Academy.....	Oakland, Cal.....	1895	1895	Rev. David McClure, Ph.D.....	Non-sect.....	8	11	21	83	12	8	5	...	4	40	
3 Oakland High School.....	Oakland, Cal.....	0	1876	J. B. McChesney.....	R. C.....	6	15	25	180	14	...	...	...	3	43	
4 Franciscan College.....	Santa Barbara, Cal.....	1860	1870	Very Rev. J. M. Romo, O. S. F.....	Non-sect.....	5	0	0	68	10	4	...	...	4	...	
5 Santa Barbara College.....	Santa Barbara, Cal.....	1870	1870	Mrs. E. P. Kearney.....	Non-sect.....	12	6	6	40	12	4	...	6	6	40	
6 Jarvis Hall.....	Golden, Colo.....	1847	1847	Rev. T. L. Bellan, A. M.....	P. E.....	12	4	4	20	12	...	...	...	...	40	
7 Hartford Public High School.....	Hartford, Conn.....	0	1836	Joseph Hall, A. M.....	Non-sect.....	15	125	45	300	12	13	6	38	4	40	
8 Collegiate and Commercial Institute	New Haven, Conn.....	1850	1850	William H. Russell, A. M.....	Non-sect.....	13	25	15	60	12	...	...	...	5	38	
9 Hopkins Grammar School.....	New Haven, Conn.....	1864	1864	William L. Cushing, rector.....	Non-sect.....	7	130	20	0	12	26	5	2	4	39	
10 Norwich Free Academy.....	Norwich, Conn.....	1833	1833	William Hutchison, A. M.....	Cong.....	6	35	5	100	(9)	5	0	10	4	40	
11 Connecticut Literary Institution.	Suifield, Conn.....	1833	1833	J. A. Shores, A. M.....	Baptist.....	7	52	12	80	13	2	0	...	7	...	
12 Woodstock Academy.....	Woodstock, Conn.....	1872	1872	Charles F. W. Hubbard.....	Non-sect.....	2	6	...	...	(6)	...	...	...	...	39	
13 South Georgia Male Institute.....	Dawson, Ga.....	1872	1872	Allen and Lowrey.....	M. E. So.....	9	...	...	53	(6)	...	...	...	...	40	
14 Allen Academy and Polytechnic In-	Chicago, Ill. (663 Michigan	1874	1874	Ira W. Allen, A. M., LL. D.....	Non-sect.....	15	40	53	27	10	...	...	...	8	40	
15 Lake Forest Academy.....	Lake Forest, Ill.....	1857	1857	Albert R. Sablin, A. M.....	Presb.....	10	36	5	40	10	10	4	4	5	40	
16 St. Francis Solanus College.....	Quincy, Ill.....	1873	1859	Rev. P. A. Miller, O. S. F.....	R. C.....	...	...	...	...	...	...	...	...	...	...
17 Indianapolis Classical School.....	Indianapolis, Ind.....	1876	1876	Theodore L. Sewall, A. B., Wm.	F. Abbot.....	3	...	(40)	...	12	1	...	...	5	38	
18 Burlington Collegiate Institute.....	Burlington, Iowa.....	1852	1852	L. E. Wortman, A. B.....	Baptist.....	5	6	...	60	(6)	1	0	0	3	38	
19 Preparatory department of Griswold	Davenport, Iowa.....	1859	1859	Prof. D. S. Sheldon, A. M.....	P. E.....	3	14	...	30	(6)	...	...	...	3-4	40	

a None specified.

[illegible]

b Of these, 50 are in the ladies' collegiate course.
c With which is connected the former Hopkins Classical School.

TABLE VII.—Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for 1877, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Number of instructors.	Students.										Number of weeks in scholastic year.
							Number preparing for classical course in college.	Number preparing for scientific course in college.	Number of other students.	Age required for admission.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.	Completed course at close of last academic year, and did not enter other institutions.	Number of years in full course of study.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16		
Chickering Institute.....	Cincinnati, Ohio (Georgetown, between Smith and John).	0	1855	J. B. Chickering, A. M.....	Non-sect..	14	50	40	110	7	5	4	9	10	40		
Collegiate School	Cincinnati, Ohio.....		1803	Eugene F. Bliss, A. M.....	Non-sect..	4	15		20					6	40		
The Brooks School	Cincinnati, Ohio.....		1874	Prof. John S. White, A. M.....	Non-sect..	21	640	20	50	13	2	4	7	6	37		
Milnor Hall, Kenyon College Grammar School.....	Gambier, Ohio.....			J. P. Nelson, C. E., M. E., M.....	P. E.....	2	23			(6)	2		1	6	28		
Department of preparatory instruction in Oberlin College.	Oberlin, Ohio	1834	1834	George H. White, A. M.....	Non-sect..	35	213		272	16	50			3	38		
Miami Classical and Scientific Training School.....	Oxford, Ohio		1877	Isaiah Trufant, A. M., Byron F. Marsh, A. M.....	Non-sect..	4	6	8	22	10	0	0	0	3	40		
Chambersburg Academy.....	Chambersburg, Pa.....	1797	1793	J. H. Shumaker, A. M., Ph. D.....	Non-sect..	5	15	5	20	12	2	3	15	4	40		
Eastern Classical and Mathematical School.*	Easton, Pa.....		1870	R. F. Stern, Ph. D.....	Non-sect..	2	12	5	14	(6)	2				43		
Germanatown Academy	Germanatown (Philadelphia), Pa. (School Lane),	1760	1761	William Kershaw, A. M.....	Non-sect..	7	54	15	47	(6)	3	0	2	6	40		
Wyoming Seminary.....	Kingston, Pa.....	1844	1844	Rev. D. Copeland, Ph. D., D. D.....	M. E.....	14	28	15	375	12	12	3	9	3	40		
Cumberland Valley Institute.....	Mechanicsburg, Pa.....		1823	Rev. O. Ego.....	Meth.....	2	2		35					(6)	40		
Fewsmith's Classical and Mathematical School.....	Philadelphia, Pa. (1008 Chestnut st.).....	0	1827	William Fewsmith, M. A.....	Non-sect..	5	9	4	23	9	4	2	2	6	42		
North Broad Street School for Young Men and Boys.....	Philadelphia, Pa. (cor. Broad st. and Paternoster ave.).....	0	1808	George Eastburn, M. A.....	Non-sect..	10	17	8	65	10	1	0	10	4	40		
"The Hill" School*.....	York, Pa.....		1851	John Meigs, Ph. D.....	Non-sect..	2	25	10	20						39		
Collegiate Institute.....	York, Pa.....	1873	1873	Rev. J. McDougall, Jr., Ph. D.....	Presb.....	7	23	13	75	(6)	4	0	2	4	40		

TABLE VII.—Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for 1877, &c.—Continued.

Name.	17	18	19	Library.		Annual charge to each student for tuition.	Average cost of board and lodging per annum.	Property, income, &c.				Scholastic year begins—
				Number of volumes.	Increase in the last school year.			Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
1	20	21	22	23	24	25	26	27	28	29	30	31
Oak Mount School for Boys.....	0	x x x	0	136	135	\$75	\$350	\$6,000				August.
California Military Academy.....	x x x	0	(a)	1,200	25	(400)		85,000				July, 3d Wed.
Oakland High School.....	0	x x x	0	375	25			40,000				1st Monday after July 4.
Franciscan College.....	0	x x x	0	2,500	50	50-75	300	40,000	\$0	\$0	\$4,500	Aug., 1st Mon.
Santa Barbara College.....	0	x x x	0	1,000	100	60	300				5,000	August 5.
Jarvis Hall.....	0	x x x	0	2,000	20	200					1,000	September 5.
Hartford Public High School.....	x x	0	200	2,800	100	200		220,000	0	0	5,800	May.
Collegiate and Commercial Institute.	0	0	0	2,000								September.
Hopkins Grammar School.....	x x x	x x x	0		200	65		50,000	125,000	(d)		September.
Norwich Free Academy.....	x x x	x x x	0	3,000	15	48	150	140,000	20,000	1,200	1,500	Sept., 1st Thurs.
Connecticut Literary Institution.....	x x x	x x x	0	1,200	30	27-39	156	25,000	3,500	200	5,000	Aug., last Wed.
Woodstock Academy.....	0	0	0	400	0	20, 30, 40	100	10,000			750	Aug., last Tues.
South Georgia Male Institute.....	0	x x x	0	0	50	60, 200	200, 400					January 14.
Allen Academy and Polytechnic Institute.	x x x	x x x	0	2,000	50							Sept., 1st Mon.
Lake Forest Academy.....	x x x	x x x	0	800	100	40, 60, 80		42,000	0	0	3,633	Sept., 1st Thurs.
St. Francis Solanus College.....	0	0	0	0	0	100		0				Sept., 2d Wed.
Indianapolis Classical School.....	x x x	x x x	0	2,300	200	22, 32	90	65,000	13,000	1,300	1,873	September 1.
Burlington Collegiate Institute.....	x x x	x x x	0	5,000	200	30, 38					1,500	Sept., 1st Thurs.
Preparatory department of Graceland College.	0	x x x	0	0	0							
Edward Little High School*.....	0	x x x	0	156	30	16	110	25,000	20,000	1,200	7,900	Aug., last Tues.
Hebron Academy.....	0	x x x	0	300	0			7,000				
Houlton Academy.....	0	x x x	0	0	0							

NOTE.—x Indicates an affirmative answer; 0 signifies no or none; Indicates no answer.

TABLE VII.—Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for 1877, &c.—Continued.

Name.	17 Has the school a chemical laboratory?	18 Has the school a philosophical cabinet and apparatus?	19 Has the school a gymnasium?	Library.		22 Annual charge to each student for tuition.	23 Average cost of board and lodging per year.	24 Value of grounds, buildings, and apparatus.	Property, income, &c.			28 Scholastic year begun—
				Number of volumes.	Increase in the last school year.				Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
1				20	21	22	23	24	25	26	27	28
Colgate Academy.....	0	x	x	1,000	25	\$30	\$115	\$61,000	\$30,000	\$1,800	\$2,551	Sept., 2d Thurs.
Cook Academy*.....	x	x	x	519	0	21-36	160	150,000	47,393	3,330	4,667	September 1.
Ithaca High School.....	x	x	0	600	12	30	150	13,000	0	0	750	August 1.
Mr. Kinn's School.....	0	x	x	600	30	30	(500)	20,000	0	0	0	September.
Kinderhook Academy.....	0	x	x	500	0	28-60	200	5,000	0	0	0	September 6.
Kingston Free Academy.....	x	x	0	820	30	25	210	51,114	5,100	6357	283	Sept., 1st Mon.
Anton Grammar School.....	x	0	0	0	0	150-250	450	400,000	0	0	0	September 21.
Charlier Institute.....	60	60	x	3,000	100	100-300	0	0	0	0	0	September 17.
Columbia Grammar School.....	0	0	0	0	0	100-300	450	1,000	0	0	0	September 17.
Dabney University School.....	0	0	0	0	0	200-300	0	0	0	0	0	Sept., last week.
Preparatory Scientific School.....	0	x	0	0	0	50-130	0	0	0	0	0	September 24.
University Grammar School.....	0	x	0	0	0	80, 120	6500	25,000	0	0	0	September 17.
Park Institute.....	0	x	0	0	116	00, 80, 120	175	20,000	0	0	0	September 11.
Union Classical Institute*.....	x	x	x	271	700	38	400	60,000	0	0	1,200	August 23.
St. John's School.....	x	x	x	1,200	0	400	400	d70,000	0	0	0	Sept., 2d Tues.
De Vaux College.....	0	0	0	0	0	80-160	0	6500	0	0	3,500	Sept., 1st Wed.
Rev. M. R. Hooper's Academy for Boys.....	0	0	0	0	0	0	0	0	0	0	0	September.
Chickering Institute.....	x	x	0	700	0	100	100	50,000	0	0	18,000	September 16.
Collegiate School.....	x	x	0	400	0	150	350	33,000	0	0	18,000	September 18.
The Brooks School.....	0	0	x	0	0	100-150	260	0	0	0	0	September 11.
Minor Hall, Kenyon College Grammar School.....	x	x	x	15,000	0	0	(300)	0	0	0	0	Sept., 1st Thurs.
Department of preparatory instruction in Oberlin College.....	x	x	x	0	0	0	0	0	130,000	8,887	3,400	September 4.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83

[illegible]

* From Report of the Commissioner of Education for 1876.
a \$3,417 were raised by taxation, this being a free institution.
b Uses those of Columbia College.
c Board and tuition.
d Exclusive of farm.
e Value of apparatus.
f These funds belong to the university and are not available for the training school.
g \$176 including heat and light.
h For non-residents only.
i Incidental fee, \$3.
j Per month.
k Estimated.
l Has two courses, college preparatory and English, which are reported together in Table VI.
m Have access to public library and library of principal.

TABLE VII.—*Memoranda.*

Name.	Location.	Remarks.
Talladega College.....	Talladega, Ala	Preparatory department closed; school transferred to Table VI.
Crawford High School	Dalton, Ga.	See Table VI.
Bethlehem Academy	Elizabethtown, Ky.	No information received.
Lynnland Military Institute	Glendale, Ky.	No information received.
Franklin Family School	Topsham, Mo.	See Table VI.
Classical and Mathematical School (William H. Brooks, A. M.).	Boston, Mass. (47 Winter street) .	Principal deceased.
Warren Academy	Woburn, Mass.	No information received.
Preparatory Department of Burlington College.	Burlington, N. J.	No information received.
Rutgers College Grammar School ..	New Brunswick, N. J.	No information received.
Germantown Preparatory School...	Germantown, Pa. (corner Main and Mill streets).	See Germantown Academy.
Select High School for Young Men and Boys.	Philadelphia, Pa.	Name changed to North Broad Street Select School for Young Men and Boys.
Glenwood Classical Seminary	West Brattleboro', Vt.	See Brattleboro' Academy; identical.

TABLE 1111.—*Statistics of institutions for the education of females for 1876, from reports to inspectors by the United States Bureau of Education.*
NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Corps of instruction.			Instructors in preparatory department.	Students.				Total number in all departments.	Number of scholarships.
						Total.	Male.	Female.		Number in preparatory department.	In regular course.	In special or partial course.	Number of graduate students.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1 Union Female College	Eufaula, Ala.	1853	1853	Rev. William H. Patterson, A. M.	Non-sect	4	1	3	5	40	100	3	...	143	12
2 Florence Synodical Female College	Florence, Ala.	1850	1850	J. D. Anderson, A. M.	Presb.	7	1	6	1	20	51	3	1	75	...
3 Huntsville Female College	Huntsville, Ala.	1852	1852	Rev. George W. F. Price, D. D.	M. E. So.	10	3	7	1	...	126	...	1	127	1
4 Rothwood Home	Huntsville, Ala.	1829	1829	Mrs. F. R. Ross.	Presb.	8	3	5	...	...	...	...	...	70	...
5 Judson Female Institute	Marion, Ala.	1841	1841	Rev. L. R. Gwaltney, D. D.	Baptist.	12	3	9	3	40	70	...	8	124	...
6 Marion Female Seminary	Marion, Ala.	1836	1836	J. K. Thompson, A. M.	Non-sect	8	3	5	2	40	45	10	3	98	...
7 Synodical Female Institute	Talladega, Ala.	1852	1852	Thomas C. Miller	Presb.	3	1	2	...	15	41	...	...	56	...
8 Alabama Central Female College	Tuscaloosa, Ala.	1857	1858	John F. Lanneau, A. M.	Baptist.	9	3	6	0	17	20	10	2	82	0
9 Tuscaloosa Female College	Tuscaloosa, Ala.	1850	1859	Alonzo Hill, A. M.	Non-sect	10	3	7	2	23	64	10	3	100	0
10 Alabama Conference Female College.	Tuskegee, Ala.	1855	1856	John Massey, A. M.	Meth.	7	1	6	0	...	72	3	3	88	...
11 Young Ladies' Seminary	Benicia, Cal. ....	...	1852	Miss Mary E. Sacil	Cong.	7	3	4	...	46	26	6	...	78	...
12 College of Notre Dame	San José, Cal.	1853	1851	Sister Marie Cornelle	R. C.	...	0	...	25	...	46	1	...	285	0
13 Hartford Female Seminary	Hartford, Conn.	1827	1827	William T. Gage, A. M.	Non-sect	6	1	5	...	...	...	...	...	50	...
14 Grove Hall*	New Haven, Conn. ....	...	1820	Miss Maria P. Montfort.	R. C.	12	3	9	...	...	50	...	4	180	...
15 Congrégation de Notre Dame	Waterbury, Conn. ....	...	1860	Sister St. Cecilia	R. C.	9	...	9	2	50	...	...	0	86	0
16 Wesleyan Female College	Wilmington, Del.	1841	1837	Rev. John Wilson, A. M.	M. E.	13	4	9	1	49	37	0	0	86	0
17 Lucy Cobb Institute	Athens, Ga.	1858	1858	Mrs. A. E. Wright and Rev. P. A. Heard.	Non-sect	8	3	5	1	31	59	...	...	90	...
18 Southern Masonic Female College.	Covington, Ga.	1851	1852	Rev. J. N. Bradshaw	Non-sect	6	1	5	1	34	53	9	0	96	0
19 Dalton Female College	Dalton, Ga.	1872	1873	Rev. William A. Rogers, A. M.	Meth.	5	3	2	1	30	54	0	22	116	0
20 Monroe Female College	Forsyth, Ga.	1849	1850	Richard T. Asbury, A. M.	Baptist.	8	3	5	2	59	63	...	8	130	0
21 Griffin Female College	Griffin, Ga.	1848	1848	A. B. Niles, A. M.	Non-sect	6	4	2	1	23	61	7	3	104	0

* Was organized in 1852 as Tuscaloosa Female High School.

* From Report of the Commissioner of Education for 1876.

^b Also 350 free scholars.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for 1877, &c.—Continued.*

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Corpus of instruction.			Instructors in preparatory department.	Students.					Total number in all departments.	Number of scholarships.
						Total.	Male.	Female.		Number in preparatory department.	Number in collegiate department.					
											In regular course.	In special or partial course.	Number of graduate students.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
Hamilton Female College.....	Hamilton, Ga.....	1854	1854	J. H. Lovelace, A. M.....	Non-sect	8	6	1	3	15	40	6	.....	55	1
La Grange Female College*.....	La Grange, Ga.....	1846	1842	Rev. J. R. Mayson, A. M.....	Meth.....	6	3	3	6	2	.....	.....	.....	.....	.....
Southern Female College.....	La Grange, Ga.....	1848	1843	I. F. Cox, A. M.....	Non-sect	9	3	3	1	30	62	6	.....	98	.....
Lumpkin Masonic Female College*	Lumpkin, Ga.....	1854	1854	Dr. George R. Atkinson.....	Non-sect	3	1	2	1	20	32	2	.....	54	.....
Wesleyan Female College.....	Macon, Ga.....	1836	1839	Rev. W. C. Bass, D. D.....	M. E. So.	12	5	7	1	35	153	4	.....	192	.....
Georgia Female College*.....	Madison, Ga.....	1850	1850	Rev. George Young Browne, A. M.	Baptist.....	5	2	3	1	25	26	0	.....	51	0
Marietta Female College.....	Marietta, Ga.....	1869	1871	J. Colton Lynes.....	Non-sect	4	2	2	.....	16	20	.....	.....	36	.....
College Temple.....	Newnan, Ga.....	1853	1853	M. P. Kellogg, A. M.....	Non-sect	7	1	6	1	25	75	.....	.....	100	.....
Houston Female College.....	Perry, Ga.....	1853	1853	J. L. Saunders.....	Baptist.....	3	1	2	.....	25	15	5	.....	45	.....
Rome Female College.....	Rome, Ga.....	1857	1857	Rev. J. M. Caldwell.....	Presb.....	7	3	4	1	41	88	.....	.....	134	0
Levert Female College*.....	Talbotton, Ga.....	1856	1856	Rev. G. W. Maxson.....	Non-sect	3	2	1	1	30	33	0	.....	63	0
Young Female College.....	Thomasville, Ga.....	1870	1870	John E. Baker.....	Non-sect	5	2	3	.....	25	52	.....	.....	77	5
Alma College.....	Greenville, Ill.....	1859	1856	Rev. John B. White, A. M.....	Baptist.....	13	1	4	0	1	20	36	8	64	.....
Highland College for Women.....	Highland Park, Ill.....	1876	1876	Edward P. Weston, A. M.....	Non-sect	10	2	8	.....	15	51	20	3	89	.....
Illinois Female College.....	Jacksonville, Ill.....	1847	1847	Rev. W. F. Short, A. M.....	M. E.	10	2	8	.....	28	79	32	5	144	0
Jacksonville Female Academy.....	Jacksonville, Ill.....	1835	1835	E. F. Ballard, A. M.....	Presb.....	8	2	6	4	30	63	10	.....	103	.....
St. Mary's School.....	Knoxville, Ill.....	1859	1859	Rev. C. W. Leddingwell, D. D.....	P. E.	10	2	8	.....	53	47	0	0	109	0
Perry Hall, Lake Forest University*.....	Lake Forest, Ill.....	.....	1869	Miss Martha H. Sprague.....	Presb.....	10	3	7	.....	19	30	10	.....	59	.....
Chicago Female College.....	Morgan Park, Ill.....	1868	1867	G. Thayer.....	R. C.....	13	13	.....	.....	.....	.....	97	3	175	0
St. Angela's Academy.....	Morris, Ill.....	1852	1853	Sister Mary Claudine.....	Non-sect	15	2	13	.....	200	.....	.....	.....	209	0
Mt. Carroll Seminary.....	Mt. Carroll, Ill.....	1847	1849	Mrs. F. A. W. Shimer.....	Non-sect	12	2	10	2	89	42	19	0	160	0	
Rockford Female Seminary.....	Rockford, Ill.....	1851	1851	Miss Anna P. Sill.....	Non-sect	8	2	6	.....	.....	.....	.....	.....	69	0
Moravian Seminary for Young Ladies.....	Hope, Ind.....	.....	.....	Rev. F. R. Holland.....	Mor'v'n.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44

TABLE VIII.—Statistics of institutions for the superior instruction of women for 1877, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Corps of instruction.			Instructors in preparatory department.	Students.					Number of scholarships.
						Total.	Male.	Female.		Number in preparatory department.	In regular course.	In special or partial course.	Number of graduates.	Total number in all departments.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
66 Smith College.....	Northampton, Mass.	1871	1875	Rev. L. Clark Seelye, D. D.	Non-sect	16	9	7	0	0	73	...	0	73	(a)
67 Wheaton Female Seminary.....	Norton, Mass.	1835	1835	Miss Ellen M. Huskell	Cong.	11	1	10	0	30	70	22	0	122	...
68 Mapewood Institute.....	Pittsfield, Mass.	1848	1841	Rev. C. V. Spear, A. M.	Non-sect	9	5	4	...	7	31	...	...	38	...
69 Mount Holyoke Female Seminary.....	South Hadley, Mass.	1836	1837	Miss Julia E. Ward	Non-sect	32	4	28	...	...	262	...	...	262	...
70 Wellesley College.....	Wellesley, Mass.	1873	1875	Miss Ada L. Howard	Non-sect	26	2	24	0	132	150	41	0	323	0
71 Oread Collegiate Institute.....	Worcester, Mass.	1850	1848	Harris R. Green, A. M.	Non-sect	10	4	6	...	...	...	...	5	50	0
72 Michigan Female Seminary.....	Kalamazoo, Mich.	1853	1867	Miss Jeannette Fisher	Presb.	7	1	6	0	0	60	...	...	...	...
73 Young Ladies' Seminary and Collegiate Institute.....	Mourac, Mich.	1850	1849	Prof. E. J. Boyd, A. M.	Non-sect	8	3	5	2	33	52	6	2	93	0
74 St. Mary's Hall.....	Fairbank, Minn.	1866	1866	Rt. Rev. H. R. Whipple, D. D.	P. E.	11	2	9	...	...	...	...	...	103	...
75 Minneapolis Female Seminary.....	Minneapolis, Minn.	1872	1869	Mrs. M. B. Milligan	Non-sect	4	0	4	0	0	44	...	...	50	0
76 Whitworth Female College.....	Brookhaven, Miss.	1859	1859	Rev. H. F. Johnson, A. M.	Meth.	14	5	9	0	73	150	...	...	222	...
77 Central Female Institute.....	Canton, Miss.	1853	1853	Rev. Walter Hillman, L. D.	Baptist.	7	2	5	3	54	38	3	...	105	...
78 Columbus Female Institute.....	Columbus, Miss.	1847	1847	Miss L. S. Street	Non-sect	7	1	6	1	20	40	8	3	81	8
79 Franklin Female Institute.....	Holly Springs, Miss.	1849	1849	W. Clark, A. M.	P. E.	5	1	4	1	41	56	5	0	78	0
80 Meridian Female College.....	Meridian, Miss.	1865	1865	Rev. C. M. Gordon, A. M.	Baptist.	5	1	4	1	56	57	4	1	118	...
81 Union Female College.....	Oxford, Miss.	1854	1854	Rev. J. S. Howard, A. M.	Cumb. P.	7	1	6	2	75	66	9	...	150	...
82 Chickasaw Female College.....	Pontotoc, Miss.	1851	1851	W. V. Frieson	Presb.	5	1	4	1	34	35	2	0	71	0
83 Christian College.....	Columbia, Mo.	1851	1851	Geo. S. Bryant, A. M.	Christ'n	6	3	3	...	30	60	...	...	90	...
84 Stephens College.....	Fayette, Mo.	1857	1855	R. P. Rider	Baptist.	8	3	5	3	40	75	...	...	115	...
85 Howard College.....	Fayette, Mo.	1859	1845	J. H. Pritchett	M. E. So.	6	3	3	...	...	...	...	...	78	...
86 Independence Female College.....	Independence, Mo.	1869	1869	P. F. Witherspoon	Presb.	3	1	2	60	33	45	...	...	90	0
87 St. Louis Seminary.....	Jennings, Mo.	1871	1871	E. T. Blevins, A. M., L. D.	Non-sect	6	3	3	...	...	...	...	...	...	...
88 St. Teresa's Academy.....	Kansas City, Mo.	1869	1869	Slater Herman Joseph	R. C.	9	3	6	1	30	74	...	1	74	...
89 Central Female College.....	Lexington, Mo.	1860	1860	Marshall Melhany	M. E. So.	9	3	6	...	...	...	...	...	...	...
90 Clay Seminary.....	Liberty, Mo.	1858	1858	A. R. Jones	M. E. So.	9	3	6	...	...	...	...	...	...	...

112	Lindenwood College for Young Ladies. ^a	St. Charles, Mo.	1854	1871	Rev. J. H. Nixon, p. d.	Presb.	10	2	8	.....	.....	.....	.....	.....	.....	65	.....
113	St. Joseph Female College	St. Joseph, Mo.	1877	1876	Rev. E. S. Dulin, D. D., LL. D.	Baptist.	14	4	10	.....	.....	.....	.....	.....	.....	97	0
114	Mary Institute (Washington University).	St. Louis, Mo.	1853	1859	C. S. Pennell, A. M.	Non-sect.	20	2	18	5	110	136	0	13	259	0	0
115	Ursuline Academy.	St. Louis, Mo.	1847	1848	Mother Johanna	R. C.	18	1	17	3	30	.....	.....	.....	.....	120	.....
116	Adams Female Academy	East Derry, N. H.	1823	1828	Miss Emma L. Taylor	Cong.	.....	.....	.....	.....	.....	.....	.....	.....	.....	50	.....
117	Robinson Female Seminary	Exeter, N. H.	1868	1867	Harriet E. Paine	Non-sect.	7	1	6	.....	.....	.....	.....	.....	.....	185	.....
118	New Hampshire Conference Seminary and Female College. ^e	Tilton, N. H.	1852	1845	Rev. Lorenzo D. Barrows, D. D.	M. E.	12	6	6	.....	.....	.....	.....	.....	.....	314	.....
119	Tilden Ladies' Seminary	West Lebanon, N. H.	1869	1854	Hiram Orenti, A. M.	Non-sect.	10	1	9	.....	.....	.....	.....	.....	.....	100	3
120	Bordentown Female College	Bordentown, N. J.	1853	1853	Rev. William C. Bowen, A. M.	Meth.	9	3	6	1	15	45	4	1	65	.....	.....
121	Ivy Hall	Bridgeton, N. J.	1861	1861	Mrs. M. C. Sheppard	Non-sect.	8	2	6	.....	.....	.....	.....	.....	.....	40	.....
122	St. Mary's Hall	Burlington, N. J.	1846	1847	Rev. E. K. Smith, A. M.	P. E.	23	7	16	.....	.....	.....	.....	.....	.....	125	.....
123	Freehold Young Ladies' Seminary	Freehold, N. J.	1845	1845	Amos Richardson, A. M.	Non-sect.	6	2	4	.....	.....	.....	.....	.....	.....	56	.....
124	Pennington Seminary and Female Collegiate Institute. ^a	Pennington, N. J.	1852	1859	Rev. Thomas Hanlon, A. M., D. D.	M. E.	9	5	4	.....	.....	.....	.....	.....	.....	150	.....
125	St. Agnes School.	Albany, N. Y.	1870	1869	Rev. W. C. Doane, S. T. D.	P. E.	24	4	20	.....	.....	.....	.....	.....	.....	175	4
126	Brooklyn Heights Seminary	Brooklyn, N. Y. (138 Montague Place).	0	1851	Charles E. West, M. D., LL. D.	Cong.	23	8	15	7	72	75	25	10	182	0	0
127	Packer Collegiate Institute	Brooklyn, N. Y.	1853	1853	A. Crittendon, A. M., Ph. D.	Non-sect.	54	5	29	4	53	975	.....	5	633	55	.....
128	Buffalo Female Academy	Buffalo, N. Y.	1851	1851	Rev. Albert T. Chester, D. D.	Non-sect.	10	4	6	3	70	41	10	.....	121	17	.....
129	Holy Angels' Academy	Buffalo, N. Y.	1864	1861	Mother St. Peter	R. C.	.....	.....	.....	11	17	101	.....	21	139	.....	.....
130	Granger Place School	Canandaigua, N. Y.	0	1876	Miss Caroline A. Comstock	Non-sect.	12	3	9	.....	.....	.....	.....	7	78	.....	.....
131	Ontario Female Seminary	Canandaigua, N. Y.	1825	1825	B. Richards, A. M.	Non-sect.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
132	St. Joseph's Academy	Lockport, N. Y.	1866	.....	Sister Emilio	R. C.	12	12	6	120	100	.....	.....	.....	220	.....	.....
133	Academy of the Sacred Heart.	Manhattanville, N. Y. (49 W. 17th street, New York City).	.....	.....	Sarah Jones	R. C.	11	1	10	.....	.....	.....	.....	.....	140	.....	.....
134	Academy of Mt. St. Vincent on the Hudson.	New York, N. Y.	1864	1847	Mother M. Jerome Ely	R. C.	40	5	35	85	.....	.....	.....	.....	178	.....	.....
135	Mrs. S. Reed's Boarding and Day School. ^a	New York, N. Y. (9 E. 53d street).	.....	1864	Mrs. Caroline G. Reed.	P. E.	21	8	13	.....	.....	83	.....	.....	168	.....	.....
136	D'Youville Academy	Plattsburgh, N. Y.	1871	1869	Sister Dugway	R. C.	12	12	6	45	.....	.....	.....	.....	120	.....	.....
137	Cook's Collegiate Institute	Poughkeepsie, N. Y.	0	1848	George W. Cook, Ph. D.	Non-sect.	12	4	8	.....	.....	.....	.....	.....	145	.....	.....
138	Poughkeepsie Female Academy	Poughkeepsie, N. Y.	1836	1836	Rev. D. G. Wright, A. M., rector	P. E.	11	5	6	3	70	20	4	.....	94	.....	.....
139	Howland School	Union Springs, N. Y.	0	1862	Henry Harshorne, M. D., A. M.	Non-sect.	10	5	5	1	12	120	.....	0	54	0	.....
140	Greensboro' Female College	Greensboro, N. C.	1838	1845	Rev. T. M. Jones, D. D.	M. E.	10	5	5	1	12	120	.....	.....	132	.....	.....
141	Davenport Female College	Lenoir, N. C.	1858	1858	Rev. W. M. Robey, A. M.	Meth.	5	3	2	1	20	36	28	2	50	50	.....
142	Chowan Baptist Female Institute	Murfreesboro, N. C.	1849	1848	Rev. A. McDowell, D. D.	Baptist	9	2	7	3	12	128	0	4	144	0	.....
143	Wesleyan Female College	Murfreesboro, N. C.	1854	1853	Rev. W. G. Starr, A. M.	M. E. So.	13	5	8	1	50	.....	.....	.....	97	.....	.....
144	Raleigh Female Seminary	Raleigh, N. C.	1872	1870	F. P. Hogood, A. M.	Baptist	7	2	5	2	60	.....	.....	.....	65	.....	.....
145	St. Mary's School	Raleigh, N. C.	.....	1842	Rev. Bennett Smedley, A. M.	P. E.	11	3	8	.....	.....	.....	.....	.....	136	0	.....
146	Salem Female Academy	Salem, N. C.	1866	1864	Rev. J. T. Zorn	Morav.	20	4	16	13	122	8	0	6	75	.....	.....
147	Simonton Female College	Statesville, N. C.	.....	1860	Mrs. E. N. Grant	Presb.	5	2	5	.....	.....	.....	.....	.....	75	.....	.....
148	Thomasville Female College	Thomasville, N. C.	1855	1849	H. W. Reinhart	Non-sect.	7	.....	.....	.....	.....	.....	.....	.....	75	.....	.....

^a These statistics are for the college only.
^b Since deceased.
^c Collegiate and academic.
^d Includes one Kindergarten.

^e From Report of the Commissioner of Education for 1876.

^a Unlimited; \$100 per annum given to each needy and deserving student.

^b College suspended during the scholastic year 1876-77; reopened September, 1877.

^c There are two lecturers on scientific subject.

^d Reorganization.

1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	2101	2102	2103	2104	2105	2106	2107	2108	2109	2110	2111	2112	2113	2114	2115	2116	2117	2118	2119	2120	2121	2122	2123	2124	2125	2126	2127	2128	2129	2130	2131	2132	2133	2134	2135	2136	2137	2138	2139	2140	2141	2142	2143	2144	2145	2146	2147	2148	2149	2150	2151	2152	2153	2154	2155	2156	2157	2158	2159	2160	2161	2162	2163	2164	2165	2166	2167	2168	2169	2170	2171	2172	2173	2174	2175	2176	2177	2178	2179	2180	2181	2182	2183	2184	2185	2186	2187	2188	2189	2190	2191	2192	2193	2194	2195	2196	2197	2198	2199	2200	2201	2202	2203	2204	2205	2206	2207	2208	2209	2210	2211	2212	2213	2214	2215	2216	2217	2218	2219	2220	2221	2222	2223	2224	2225	2226	2227	2228	2229	2230	2231	2232	2233	2234	2235	2236	2237	2238	2239	2240	2241	2242	2243	2244	2245	2246	2247	2248	2249	2250	2251	2252	2253	2254	2255	2256	2257	2258	2259	2260	2261	2262	2263	2264	2265	2266	2267	2268	2269	2270	2271	2272	2273	2274	2275	2276	2277	2278	2279	2280	2281	2282	2283	2284	2285	2286	2287	2288	2289	2290	2291	2292	2293	2294	2295	2296	2297	2298	2299	2300	2301	2302	2303	2304	2305	2306	2307	2308	2309	2310	2311	2312	2313	2314	2315	2316	2317	2318	2319	2320	2321	2322	2323	2324	2325	2326	2327	2328	2329	2330	2331	2332	2333	2334	2335	2336	2337	2338	2339	2340	2341	2342	2343	2344	2345
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Students in academic and primary departments.

* From Report of the Commissioner of Education for 1876.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for 1877, &c.—Continued.*

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Corps of instruction.			Instructors in preparatory department.	Students.					Total number in all departments.	Number of scholarships.
						Total.	Male.	Female.		Number in preparatory department.	In regular course.	In special or partial course.	Number of graduate students.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
Southern Female College.....	Petersburg, Va.....	1853	1853	W. T. Davis, A. M.....	Non-sect	5	2	3						60	0	
Richmond Female Institute*	Richmond, Va.....	1843	1843	John Hart, M. A.....	Baptist.	7	3	4	1	22	78		0	100	0	
Augusta Female Seminary.....	Staunton, Va.....	1849	1849	Miss Mary J. Baldwin.....	Presb.	18	6	12	2	40				200	0	
Staunton Female Seminary.....	Staunton, Va.....	1870	1870	Rev. J. I. Miller, A. M.....	Luth.	11	5	6						86		
Episcopal Female Institute.....	Winchester, Va.....	1874	1874	Rev. J. C. Wheat, D. D.....	P. E.	6	2	4	14		46		0	60	0	
Wheeling Female College.....	Wheeling, W. Va.....	1848	1865	Miss A. Taylor.....	Non-sect	10	3	7			120					
Kenosha, Wis.....	Kenosha, Wis.....	1872	1870	Rev. George M. Everhart, D. D.	P. E.	9	4	5		44	34	3		81	0	
Kemper Hall*.....	Milwaukee, Wis.....	1851	1851	Charles S. Farrar, A. M.....	Non-sect	15	3	12	2	181	51	124	3	359		
Milwaukee College.....	Milwaukee, Wis.....	1851	1851	Charles S. Farrar, A. M.....	Non-sect	15	3	12	2	181	51	124	3	359		
St. Clara Academy.....	Sinsinawa Mound, Wis.....	1852		Sister Superior, O. S. D.....	R. C.						87					

* From Report of the Commissioner of Education for 1876.

a Average number.

NOTE.—* indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is the institution authorized by law to confer collegiate degrees?	Number of years in full course of study.	Number of weeks in scholastic year.	Library.		Cost of—			Property, income, &c.				Date of next commencement.
				Number of volumes.	Increase in the last school year.	Board and lodging per scholar.	Tuition per annum in preparatory department.	Tuition per annum in regular course.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
1	17	18	19	20	21	22	23	24	25	26	27	28	29
Union Female College.....	x	4	36	1,500		\$108	\$36	\$60	\$12,000			\$5,000	June 21.
Florence Synodical Female College.....	x	4	40	1,500		220	30	60	50,000				June 13.
Huntsville Female College.....	x	10	40	500		200	30	60	30,000	\$0	\$0		June 6.
Rutherford Home.....	x	5	40	3,025	25	200	40	50	50,000	0	0	4,000	June 20.
Marion Female Seminary.....	x	7	40	2,000		180	30-50	60	15,000			6,000	June 26.
Synodical Female Institute.....	x	5	40	150		135	35	45	15,000			2,000	June 22.
Alabama Central Female College.....	x	4	36			225	30	120	15,000				June 19.
Tuscaloosa Female College.....	x	8	39	2,500		132	18-44	60	200,000				
Alabama Conference Female College.....	x	4	40			150	30	60	55,000				June 21.
College of Notre Dame.....	0	4	40	2,500		200	30	50	1,500			4,050	May 28.
Young Ladies' Seminary.....	0	4	40			270	50	50				5,000	June 4.
Hartford Female Seminary.....	0	4	44	2,300	0	275	40-60	60-120	40,000	0	0	2,500	June 19.
Grove Hall.....		4	39			500			50,000				June 19.
Congrégation de Notre Dame.....		8	40	1,600	100	475	60	90	28,000				June 24.
Wesleyan Female College.....	x	4	39	1,300	0	200	50	50	50,000	0	0	3,500	June 20.
Lucy Cobb Institute.....	x	4	40	200		100	20,40	60	50,000				June 19.
Southern Masonic Female College.....	x	4	40	200	0	150	30	60	20,000	0	0	3,500	June 26.
Dalton Female College.....	x	5	39			125	20-36	50	12,000			4,000	June 27.
Monroe Female College.....	x	4	40	1,430		120	25-35	50	30,000				July 10.
Griffin Female College.....	x	4	40			130	35	50	10,000			4,300	June 20.
Hamilton Female College.....	x	4	40	150	150	125	30-50	60	12,000	0	0	2,000	July 3.
La Grange Female College.....	x	4	40			135	25-30	50	40,000				June 13.
Southern Female College.....	x	4	38			145		50	20,000			4,000	June 19.

* From Report of the Commissioner of Education for 1870.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

TABLE VIII.—*Statistics of institutions for the superior instruction of women for 1877, &c.—Continued.*

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is the institution authorized by law to confer collegiate degrees?	Number of years in full course of study.			Library.		Cost of—				Property, income, &c.				Date of next commencement.
		17	18	19	Number of weeks in scholastic year.	Number of volumes.	Increase in the last school year.	Board and lodging per annum.	Tuition per annum in preparatory department.	Tuition per annum in regular course.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
1						20	21	22	23	24	25	26	27	28	29
Lumpkin Masonic Female College*	x	8	40			3,000		\$120-200	\$25	\$40	\$13,500	\$0	\$0	\$12,000	June 28.
Wesleyan Female College.	x	5	42			2,000		200	50	75	120,000	0	0	2,000	June 19.
Georgia Female College*	x	4	40			250	0	150	30	40	20,000	0	0		June 28.
Marietta Female College.	x	4	40			0	0	200	36	45					June 30.
College Temple.	x	4	40			5,000		150	25-40	55-80	650,000				June 26.
Houston Female College.	x	8	40			1,250		125	30	40					June 25.
Rome Female College.	x	4	40			1,250	250	170	20-40	50	15,000	0	0	4,000	June 13.
Leverett Female College*.	x	4	40			300	0	125	30	40	6,000	0	0		June 28.
Young Female College.	x	4	40			1,125		120	32	40	10,000			3,000	June 25.
Almira College.	x	4	40			1,000	50	300	40	60	80,000				June 19.
Highland College for Women.	x	4	40			1,000	25	300	40	60	100,000			66,800	June 26.
Illinois Female College.	x	6	40			1,000	100	100	20	40	50,000			2,000	June 6.
Jacksonville Female Academy.	x	4	40			1,400	10	200	40	40	30,000			3,500	June 6.
St. Mary's School.	x	4	40			1,500		(d)			70,000	0	0	220,000	June 13.
Ferry Hall, Lake Forest University*.	x	4	40					6350		60					June 27.
Chicago Female College.	x	7	40			600		100			35,000	8,000	0	7,000	June 11.
St. Angela's Academy.	x	0	37			3,000		200			100,000				June 28.
Mt. Carroll Seminary.	x	4	40			2,000	60	100	28	30	100,000	0	0	3,500	June 26.
Rockford Female Seminary.	x	3	42			4,000		200			40,000	0	0	610,000	June 25.
Moravian Seminary for Young Ladies.	x	4	40			800	0	160	24-32	40	30,000	0	0	1,200	June 13.
De Puw Female College.	x	12	43			1,100	100	180	20	30					June 27.
Immaculate Conception Academy.	x	4	40			1,000		170		52	25,000			5,000	June 20.
Mt. Pleasant Female Seminary.	x	10-12				703	20	200-300	24-33	36-42	100,000	0	0	2,338	June 19.
College of the Sisters of Bethany.	x	6	40					100		45	14,000				June 3.
Crawford Female College.	x	4	40					100			15,000			1,000	June 2.
Clinton Female College.	x	4	40					100							June 2.

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TABLE VIII.—Statistics of institutions for the superior instruction of women for 1877, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; . . . indicates no answer.

Name.	Is the institution authorized by law to confer collegiate degrees?	Number of years in full course of study.			Library.		Cost of—				Property, income, &c.			Date of next commencement.
		17	18	19	20	21	Board and lodging per annum.	Tuition per annum in preparatory department.	Tuition per annum in regular course.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
1										25	26	27	28	29
Franklin Female College.....	x	4	4	4	310		\$180	\$30	\$50	\$10,000			\$1,500	June 20.
Meridian Female College.....	x	5	4	4	600		150	35	45	7,000			3,500	June 19.
Union Female College.....	x	4	4	4	900	50	145	30	40-50	30,000			4,800	June.
Chickasaw Female College.....	x	4	38		2,000	10	115	19-28	38	30,000	\$0	\$0	1,500	June 14.
Christian College.....	x	4	4	4	200		100	30	40-50	35,000				June 13.
Stephens College.....	x	4	4	4	200		100	30	40-50	10,000	20,000	1,600	4,000	June 13.
Howard College.....	x	4	4	4	200		100	30	40-50	20,000				June 22.
Independence Female College.....	x	4	4	4	200		200	25	40-50	20,000				June 12.
St. Louis Seminary.....	x	4	4	4	2,000		400			30,000			4,500	May 23.
St. Teresa's Academy.....	x	4	4	4	40					30,000				June 13.
Central Female College.....	x	4	4	4	40		150	20-30	40	30,000			3,500	June 8.
Clay Seminary.....	0	4	38		200	30	160	30	50	7,500			2,500	June 8.
Ingleside College.....	x	5	42		150		150	30	45	10,000			2,000	June 6.
Lindenwood College for Young Ladies*.....	x	5	38		300		200	40-48	52-56	40,000				June 6.
St. Joseph Female College.....	x	7	40		400	0	180	20-40	59	75,000	0	0	2,940	June 13.
Mary Institute (Washington University).....	x	9	40		400	0	150	90	140				23,000	June 13.
Ursuline Academy.....	x	6	43		2,500	0	200		7	7,000	4,200	250		July 2.
Adams Female Academy.....	x	4	13		400	20	200			50,000		4,800	100	June 19.
Robinson Female Seminary.....	x	8	36		300	0	117	18	30	25,000	10,000	700		June 10.
New Hampshire Conference Seminary and Female College.....	x	4	39		600	3				40,000	2,000	120	4,000	June 20.
Thilen Ladies' Seminary.....	x	4	38		1,400	50	100	245	710	35,000		0		June 19.
Bordentown Female College.....	x	8	4		500		250	240	280	25,000		0		June 19.
Ivy Hall.....	x	7	40		1,000		250			25,000		0		June.
St. Mary's Hall.....	x	7	40		1,000		250			25,000		0		July.
Freehold Young Ladies' Seminary.....	x	7	38		1,000	25	250			25,000		0	8,000	

TABLE VIII.—*Memoranda.*

Name.	Location.	Remarks.
Huntsville Female Seminary.....	Huntsville, Ala.....	Name changed to Rotherwood Home.
Hocker College.....	Lexington, Ky.....	Name changed to Hamilton Female College.
Marguerite Institute.....	New York, N. Y. (12 E. 46th st.).	Removed.
Ohio Wesleyan Female College.....	Delaware, Ohio.....	Consolidated with Ohio Wesleyan University.
Mary Anna Longstreth's School...	Philadelphia, Pa.	Closed.
Paine Female College.....	Goliad, Tex.....	Closed, and succeeded by Goliad College.

List of institutions for the superior instruction of women from which no information has been received.

Name.	Location.	Name.	Location.
Centenary Institute.....	Summerfield, Ala.	Jane Grey School.....	Mt. Morris, N. Y.
School for girls (Miss Sarah Porter).	Farmington, Conn.	English, French, and German School.	New York, N. Y. (222 Madison av.).
Young Ladies' Institute.....	Windsor, Conn.	Asheville Female College....	Asheville, N. C.
Furlow Masonic Female College.	Americus, Ga.	Madame Clement's School ..	German town (Phila.), Pa. (W. Walnut lane).
Cherokee Baptist Female College.	Rome, Ga.	Academy of Notre Dame.....	Philadelphia, Pa.
Seminary of the Sacred Heart.	Chicago, Ill.	Chegaray Institute.....	Philadelphia, Pa. (1527 Spruce st.).
Female College of Indiana....	Greencastle, Ind.	Cottage Hill Seminary.....	York, Pa.
St. Mary's Academic Institute.	St. Mary's of the Woods, Ind.	Columbia Female College....	Columbia, S. C.
Warrendale Female College....	Georgetown, Ky.	La Grange Female College...	La Grange, Tenn.
St. Catherine's Academy.....	Lexington, Ky.	St. Cecilia's Female College..	Nashville, Tenn.
Kentucky College.....	Pewee Valley, Ky.	Savannah Female College....	Savannah, Tenn.
Patapsco Female Institute.....	Ellicott City, Md.	Austin Collegiate Female Institute.	Austin, Tex.
Notre Dame Academy.....	Boston, Mass. (Highlands).	Bryan Female Seminary.....	Bryan, Tex.
Female College.....	Sardis, Miss.	Galveston Female High School.	Galveston, Tex.
Sharon Female College.....	Sharon, Miss.	Ursuline Academy.....	Do.
Academy of the Visitation.....	St. Louis, Mo.	Mozart Institute.....	Staunton, Va.
Dolacove Institute.....	Trenton, N. J.	Virginia Female Institute...	Do.
Academy of the Sacred Heart.	Near Albany, N. Y.	Wesleyan Female Institute...	Do.
Athenaeum Seminary.....	Brooklyn, N. Y. (cor. Clinton st. and Atlantic av.).	Parkersburg Female Academy.	Parkersburg, W. Va.
St. Clare's Academy.....	Buffalo, N. Y.		

TABLE 1A.—Continued by statistical series with beginning for 1871, from 1872 to 1876, and from 1877 to 1878.

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Preparatory department.					Number of students unclassified.		
						Number of instructors.	Male.	Female.	Preparing for classical course.	Preparing for self-educative course.	7	9	19
1 Southern University*	Greensboro', Ala.	1856	1858	M. E. South.	Rev. Luther M. Smith, A. M., D. D.	1	36	0					
2 Howard College	Marion, Ala.	1842	1842	Baptist	J. T. Murfee, LL.D.	1	35	0	25	10			
3 Spring Hill College	Near Mobile, Ala.	1836	1839	R. C.	Rev. D. Beadesquin, S. J.		27	0					650
4 University of Alabama	Tuscaloosa, Ala.	1829	1831	Non-sect.	Carlos G. Smith, LL.D.	0	0	0	0	0			0
5 Arkansas College	Batesville, Ark.	1872	1872	Presb.	Rev. Isaac J. Long, D. D.	1	50	33	20	28			
6 Cane Hill College	Boonsborough, Ark.	1852	1853	Cumb. Presb.	Rev. F. R. Earle, A. M.	2	58	28	24				
7 Judson University	Judsonia, Ark.	1871	1875	Baptist	Rev. Benjamin Thomas, D. D.	2	56	34	19				
8 St. John's College of Arkansas	Little Rock, Ark.	1850	1859	Non-sect.	R. H. Parham, Jr., A. M.	3	20						
9 Missionary College of St. Augustine	Benicia, Cal.	1868	1867	Prot. Epis.	Rt. Rev. J. H. D. Wingfield, D. D., LL.D.	1	51	44	6				
10 Pierce Christian College	College City, Cal.	1874	1874	Christian	J. C. Keith	0	0	0	0	0			
11 St. Vincent's College	Los Angeles, Cal.	1869	1867	R. C.	Rev. M. Richardson, C. M.	0	0	0	0	0			
12 University of California*	Oakland, Cal.	1868	1869	Non-sect.	John Le Conte, M. D.	0	0	0	0	0			
13 St. Ignatius College	San Francisco, Cal. (344 Jessie street).	1859	1855	R. C.	Rev. John Pinasco, S. J.	6	223	0	53	85			737
14 St. Mary's College	San Francisco, Cal.	1872	1863	R. C.	Brother Justin	3	100	0					
15 Santa Clara College	Santa Clara, Cal.	1855	1851	R. C.	Rev. A. Brunengo, S. J.	2	85	48	13	119			
16 University of the Pacific	Santa Clara, Cal.	1852	1852	Meth. Epis.	Rev. C. C. Stratton, A. M.	3	51	49	30	70			
17 Pacific Methodist College	Santa Rosa, Cal.	1862	1861	M. E. South	Rev. William A. Finley, A. M., D. D.	2	41		15	9			
18 College of Our Lady of Guadalupe*	Santa Ynez, Cal.	1816	1844	R. C.	Brother Bernard Mathews, O. S. F.		29	21	2	39			
19 California College	Vacaville, Cal.	1872	1860	Baptist	Rev. S. A. Taft	3	30	17	12	35			
20 Washington College	Washington, Cal.	1871	1871	Non-sect.	S. S. Harmon, A. M.	3	58	49	10	80			617
21 Hesperian College	Woodland, Cal.	1869	1861	Christian	A. M. Elston, A. M.	3	34	30	30	10			
22 University of Colorado	Boulder, Colo.	1874	1874	Cong.	Dr. Joseph A. Sewall	3	50						
23 Colorado College	Colorado Springs, Colo.	1874	1874	Cong.	Rev. E. P. Tenney	3	50						

* From Report of the Commissioner of Education for 1876. * These are students in commercial course. * These are students preparing for commercial course.

TABLE IX.—Statistics of universities and colleges for 1877, &c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Number of instructors.		Students.				Number of students unclassified.		
						7	8	Male.		Female.			Preparing for classical course.	Preparing for scientific course.
								9	10	11	12			
1	2	3	4	5	6	7	8	9	10	11	12			
24 Trinity College	Hartford, Conn	1823	1824	Prot. Epis	Rev. Thomas R. Pynchon, D. D., L. D.	0	0	0	0	0	0	0		
25 Wesleyan University	Middletown, Conn	1821	1820	Meth. Epis	Rev. Cyrus D. Foss, D. D.	0	0	0	0	0	0	0		
26 Yale College	New Haven, Conn	1701	1701	Non-sect	Rev. Noah Porter, D. D., L. D.	0	0	0	0	0	0	0		
27 Delaware College	Newark, Del.	1827	1827	Non-sect	William H. Furnell, L. D.	4	33	34						
28 University of Georgia	Athens, Ga	1785	1801	Non-sect	Rev. Henry H. Tucker, D. D. (chancellor)									
29 Atlanta University	Atlanta, Ga	1867	1869	Non-sect	Edmund A. Ware, A. M.		20	0	20	0				
30 Bowdoin College	Bowdoin, Me	1827	1826	Non-sect	Rev. C. R. La Motte		34	31	30	8				
31 Gainesville College	Gainesville, Ga	1827	1826	Non-sect	Rev. A. J. Butler, D. D.		0	0	0	0	0	0		
32 Mercer University	Macon, Ga	1827	1826	Baptist	Rev. W. H. Gibbs, D. D.		2	15	0	(15)				
33 Pto Nonno College	Macon, Ga	1826	1824	R. C.	Rev. J. W. Haywood		2	40						
34 Emory College	Oxford, Ga	1826	1827	M. E. South	Atkins, C. Haywood							106		
35 Emory College	Oxford, Ga	1825	1825	Christian	Clark, F. G. (son, A. M.)		116	74	36	45				
36 Abington College	Abington, Ill	1823	1823	Meth. Epis	Rev. W. H. Adams, D. D.		272	136	136	120				
37 Heddington College	Abington, Ill	1820	1820	Meth. Epis	Rev. Thomas Roy		125	35	35			280		
38 Illinois Wesleyan University	Bloomington, Ill	1827	1828	R. C.	Rev. Thomas Roy	3	75	43	57	61				
39 St. Victor College	Bourbonnais, Ill	1827	1828	Presb.	R. B. Minton, A. M. (chairman of faculty)									
40 Blackburn University	Carlinville, Ill	1870	1870	Luth.	Rev. D. L. Tresler, M. D.	1	67	18						
41 Carthage College	Carthage, Ill	1827	1827	R. C.	Rev. Thomas H. Miller, S. J.	2	180	0	150					
42 St. Ignace College	Chicago, Ill	1827	1827	Baptist	Hon. Abner Abernethy, d.		50	95						
43 Rock River University	Dixon, Ill	1827	1827	Non-sect	Rev. M. McKendree Tooker, D. D. (chancellor)	5	94	65	32	28				
44 Eureka College	Eureka, Ill	1825	1825	Christian	H. W. Everett, A. M.									
45 Northwestern University	Evansston, Ill	1861	1855	Meth. Epis	Oliver W. L. D. (acting)	0	24	500	62	40				
46 Ewing College	Ewing, Ill	1824	1824	Baptist	Rev. William Shotton, D. D.	2	68	0	16	12	50			
47 Knox College	Galesburg, Ill	1827	1828	Non-sect	Hon. Newton Hutton, A. M., L. D.	2	90	90	16	85	50			
48 Lombard University	Galesburg, Ill	1826	1825	Universalist	Rev. Nohemiad White, A. M.	2	50	15	0	35				

49	Illinois Agricultural College*	1861	1890	Non-sect.	G. H. French, A. M.	61	8	12	11
50	Illiana College.....	1865	1890	Evang. Luth.	Rufus C. Crampson, A. M. (actg.)	2	51	3	
51	Swedish-American Ansgari College	1873	1876	Presb.	Rev. Charles Anderson, A. M.	3	46	18	38
52	Lake Forest University	1867	1876	Presb.	Rev. R. W. Patterson, D. D.	1	42	10	10
53	McKendree College	1864	1878	Meth. Epis.	Rev. John W. Locke, D. D.	9	77	13	87
54	Lincoln University	1865	1865	Cumb. Presb.	Rev. A. J. McQuimphy, D. D.	49	21	33	87
55	Evangelisch-Lutherisches Collegium.	1865	1868	Evangel. Luth.	F. Richter, (secretary)	(271)	0	60	221
56	Monmouth College	1867	1866	United Presb.	Rev. D. A. Smith, A. M.	0	0	0	0
57	Northwestern College	1867	1861	Evangelical.	Rev. D. A. Wallace, D. D.	5	91	80	70
58	Augustana College	1865	1861	R. C.	Rev. A. A. Smith, A. M.	5	160	85	4
59	St. Joseph's Ecclesiastical College	1865	1861	Luth.	Rev. T. N. Haasekrist, D. D.	2	62	0	(40)
60	Shurtleff College	1865	1861	Baptist	Rev. P. M. Klostermann, O. S. F.	3	38	27	
61	Westfield College	1865	1861	United Breth.	Rev. A. A. Kendrick, D. D.	3	72	36	
62	Wheaton College	1865	1865	Cong.	Rev. Samuel B. Allen, D. D.	8	71	61	
63	Bedford College	1872	1872	Christian	Rev. J. Blanchard	8	71	61	
64	Bloomington, Ind.	1828	1828	Non-sect.	Rev. Joseph F. Tuttle, D. D.	2	116	46	18
65	Crawfordsville, Ind.	1859	1848	Evangel. Luth.	Rev. W. F. Yocum, A. M.	1	66	7	118
66	Fort Wayne, Ind.	1846	1848	Meth. Epis.	Rev. W. T. Stott, A. M.	11	50	75	
67	Concordia College	1835	1845	Baptist	Rev. Alexander Martin, D. D.	22	23	23	
68	Franklin College	1837	1837	Meth. Epis.	Rev. George C. Heckman, D. D.	4	135	65	35
69	Indiana Asbury University*	1837	1837	Presb.	Rev. William J. Pruener	61	61		
70	Hanover College*	1853	1852	United Breth	Otis A. Burgess, A. M., LL. D.	5	134	90	47
71	Hartsville University	1851	1855	Christian	Rev. J. W. Hanson, A. M., D. D.	1	30	33	
72	Butler University	1850	1855	Universalist	Rev. Thomas C. Smith, A. M.	2	42	30	9
73	Smithton College	1859	1860	Christian	Rev. John P. D. John, A. M.	3	56	35	
74	Logansport, Ind.	1859	1860	Meth. Epis.	Rev. Patrick J. Coleman, C. S. C.	9	58	64	48
75	Moore's Hill College	1844	1842	R. C.	Joseph Moore, A. M.	4	38	64	74
76	Moore's Hill College	1844	1842	Friends	Rev. Samuel D. Bates, A. M.	9	37		
77	University of Notre Dame du Lac	1859	1859	Free Baptist.	Rt. Rev. Martin Marty, O. S. B.	2	20		
78	Earlham College	1859	1860	R. C.	(abot.)				
79	Ridgville College	1857	1858	Meth. Epis.	David W. Ford, A. M.	47	56	9	94
80	St. Meinrad, Ind.	0	1860	Non-sect.	Rev. A. T. McGill, A. M.	3	97	65	10
81	Algonia College.	1872	1871	Evangel. Luth.	Rev. Launr. A. M.	8	93	45	
82	Amity College*	1853	1857	Baptist	Rev. J. A. Nash, D. D.	45	20	35	
83	Norwegian Luther College	0	1861	Presb.	Rev. John Armstrong	41	21	27	
84	University of Des Moines	1865	1865	Meth. Epis.	Rev. J. W. Bissell, A. M.	1	110	100	25
85	Parsons College	1875	1875	Cong.	Rev. George F. Magoun, D. D.	40	40		
86	Upper Iowa University	1857	1856	Non-sect.	Rev. Stephen H. Taft	14	21		
87	Grinnell College	1847	1848	Meth. Epis.	Rev. Alexander Burns, D. D., LL. D.	4	118	46	
88	Humboldt College	1872	1872	Non-sect.	Rev. George F. W. Slagle	5	144	73	
89	Stumpson Centenary College	1867	1868	Meth. Epis.	Rev. W. J. Spaulding, Ph. D.	5	24	10	29
90	Iowa State University	1847	1860	Non-sect.	Rev. W. J. Spaulding, Ph. D.	4	24	10	29
91	Lowa State University	1873	1873	Meth. Epis.	Rev. William F. King, D. D.	54	54	6	71
92	Mt. Pleasant, Iowa	1855	1855	Meth. Epis.		137	137	182	153
93	Mt. Pleasant, Iowa	1857	1857	Meth. Epis.		137	137	182	153
94	Mt. Vernon, Iowa	1857	1857	Meth. Epis.		137	137	182	153

* From Report of the Commissioner of Education for 1876. a Present charter 1870. b Rechartered and reorganized. c These are students preparing for commercial course. d Since resigned. e Suspended during the year, but will reopen September, 1878; the statistics are taken from the Report for 1876. f Includes students preparing for Latin and scientific course, and for course in modern literature. g There is a commercial department having 4 teachers and 250 students. h These are in the sciences department, Ferry Hall, and reported in Table VIII. i As a college; renewed in 1839 with university powers. j At Fort Wayne; 1839 at St. Louis. k Special students. l Organized as Friends' Indiana Boarding School in 1847.

TABLE IX.—Statistics of universities and colleges for 1877, &c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Number of instructors.			Preparatory department.				Number of students unclassified.
						7	8	9	10	11	12		
											Male.	Female.		Preparing for classical course.	Preparing for scientific course.
1	2	3	4	5	6	7	8	9	10	11	12		
Oskaloosa College.....	Oskaloosa, Iowa.....	1867	1861	Christian	G. T. Carpenter, A. M.	2	52	46	635	113	183		
Penn College.....	Penn College, Iowa.....	1866	1873	Friends	John W. Woody, A. M.	3	85	53	41	640			
Central University of Iowa.....	Pella, Iowa.....	1852	1852	Baptist	Rev. L. A. Dunn, D. D.	3	134	51	51	41			
Tabor College.....	Tabor, Iowa.....	1866	1866	Cong	Rev. William M. Brooks, A. M.	4	97	43	20	28			
Western College.....	Western College, Iowa.....	1856	1857	United Breth	Rev. E. R. Kephart, A. M.	4	105	70	12	38			
St. Benedict's College.....	Atchison, Kans.....	1868	1859	R. C.	Rt. Rev. Innocent Wolf, O. S. B.	2	53	57	16	37			
Baker University.....	Baldwin City, Kans.....	1858	1857	Meth. Epis.	Rev. J. Denison, D. D.	2	59	57					
Highland University.....	Highland, Kans.....	1858	1858	Presb.	Rev. Robert Cruikshank, D. D.	3	157	149	123	183			
University of Kansas.....	Lawrence, Kans.....	1864	1865	Non-sect.	Rev. James Marvin, D. D.	3	50	20	7	3			
Lane University.....	Lecompton, Kans.....	1862	1862	United Breth	N. B. Bartlett, A. M.	2	22	10	7	3			
Ottawa University.....	Ottawa, Kans.....	1865	1866	Baptist	P. J. Williams	2	130	0	65	0			
St. Mary's College.....	St. Mary's, Kans.....	1869	1869	R. C.	Rev. F. H. Stumpebeck, S. J.	2	36	7	29	14			
Washburn College.....	Topeka, Kans.....	1865	1865	Cong	Rev. Peter McVicar, M. A., D. D.	7	145	128	5	10			
St. Joseph's College.....	Bardonia, Ky.....	1824	1819	R. C.	Rev. W. J. Dunn	7	145	128	5	10			
Berea College.....	Berea, Ky.....	1865	1858	Non-sect.	Rev. E. H. Fairchild	7	145	128	5	10			
Cecilian College.....	Cecilian P. O., Ky.....	1867	1860	R. C.	H. A. Cecil	7	145	128	5	10			
Centre College.....	Danville, Ky.....	1819	1823	Presb.	Ormond Beatty, LL. D.	2	56	0	41	10			
Eminence College.....	Eminence, Ky.....	1801	1857	Christian	W. S. Giltner	2	16	14	7	23			
Kentucky Military Institute.....	Farndale, Ky.....	1846	1845	Non-sect.	Col. R. D. Allen, M. A., C. E., M. D.	1	30	0	10	10			
Georgetown College.....	Georgetown, Ky.....	1859	1830	Baptist	Rev. Basil Manly, Jr., D. D., LL. D.	1	32	0	19	13			
Kentucky University.....	Lexington, Ky.....	1858	1859	Baptist	J. B. Bowman, LL. D. (regent)	1	32	0	19	13			
Murray Male and Female Institute.....	Murray, Ky.....	1870	1871	Non-sect.	J. P. Brannock, A. M.	2	63	51	7	9			
Concord College.....	New Liberty, Ky.....	1867	1868	Baptist	James Rice	2	8	13	32	15			
Kentucky Classical and Business College.....	North Middletown, Ky.....	1878	1877	Christian	E. V. Zollars	2	30	20	32	15			
Bethel College.....	Russellville, Ky.....	1856	1856	Baptist	Leslie Waggoner	2	20	15	15	5			
St. Mary's College.....	St. Mary's, Ky.....	1867	1821	R. C.	Rev. David Feunessy, C. M.	2	20	15	15	5			

119	Louisiana State University and Agricultural and Mechanical College, ^a	1883	1874	David F. Boyd.					
120	St. Charles College, La.	1883	1874	Rev. Robert Olivier, S. J.					
121	Centenary College, La.	1883	1874	Rev. C. G. Andrews, A. M., D. D.	1	37			
122	Leland University, La.	1883	1874	Rev. M. Stone, D. D.					
123	Straight University, La.	1883	1874	Rev. W. S. Alexander, A. M.	7	108	91		
124	Jefferson College, St. Mary's, La.	1883	1874	Rev. J. B. Rigot, S. M.	0	0	0	0	0
125	Bordeaux College, La.	1883	1874	Joshua L. Chamberlain, LL. D.	0	0	0	0	0
126	Bates College, Me.	1883	1874	Rev. O. L. Cheney, D. D.					
127	Colby University, Me.	1883	1874	Rev. Henry E. Robins, D. D.	0	0	0	0	0
128	St. John's College, Me.	1883	1874	James M. Garnett, A. M., LL. D.	2	97	0	0	0
129	Johns Hopkins University, Md.	1883	1874	Daniel C. Gilman, A. M., LL. D.	7	104	0	64	104
130	Loyola College, Md.	1883	1874	Edward A. McCurt	0	0	0	0	0
131	Washington College, Md.	1883	1874	William J. Rivers	8	97	10	40	57
132	Rock Hill College, Md.	1883	1874	Rev. Brother Bettelin	0	0	0	0	0
133	St. Charles's College, Md.	1883	1874	Rev. P. P. Denis, S. A. M.	0	50	0	0	0
134	Frederick College, Md.	1883	1874	Thomas A. Gatch, A. M.	0	0	0	0	0
135	Western Maryland College, Md.	1883	1874	Rev. James Thomas Ward, D. D.	1	21	8	21	8
136	Annapolis College, Md.	1883	1874	Rev. Julius H. Seelye, D. D.	0	0	0	0	0
137	Boston College, Mass.	1883	1874	Rev. Robert Fulton, S. J.	6	150	0	150	0
138	Boston University, College of Liberal Arts.	1883	1874	Rev. William F. Warren, S. T. D., LL. D.	0	0	0	0	0
139	Harvard College, Mass.	1883	1874	Charles W. Elliot, LL. D.	0	0	0	0	0
140	Tufts College, Mass.	1883	1874	Elmer H. Capen					
141	Williams College, Mass.	1883	1874	Rev. Paul A. Chadbourne, D. D., LL. D.					
142	College of the Holy Cross, Mass.	1883	1874	Rev. Joseph B. O'Hagan, S. J.	1	150		(150)	
143	Adrian College, Mich.	1883	1874	Rev. G. B. McElroy, D. D.	2	25	15	20	30
144	Albion College, Mich.	1883	1874	Rev. G. B. Jocelyn, D. D.	7	62	62	0	0
145	University of Michigan*, Mich.	1883	1874	James B. Angell, LL. D.	0	0	0	0	0
146	Battle Creek College*, Mich.	1883	1874	U. Smith	3	140	67	14	91
147	Grand Traverse College, Mich.	1883	1874						
148	Hillsdale College, Mich.	1883	1874	Rev. De Witt C. Durgin, D. D.	71	46	43	74	
149	Hope College, Mich.	1883	1874	Rev. Philip Phelps, Jr.	2	64	6	61	
150	Kalamazoo College, Mich.	1883	1874	Rev. Kendall Brooks, D. D.	3	63	44	27	80
151	Olivet College, Mich.	1883	1874	Rev. Horatio Q. Butterfield, D. D.	4	64	55	45	
152	Augsburg Seminary, Greek department, Minn.	1883	1874	Prof. Georg Sverdrup	53				
153	Macalester College, Minn.	1883	1874	Rev. Edward D. Nell, A. B.					
154	University of Minnesota, Minn.	1883	1874	William Watts Folwell, A. M.	138	99	32	55	110
155	Northfield College, Minn.	1883	1874	Rev. James W. Strong, D. D.	1	146	77	14	
156	St. Joseph College, Minn.	1883	1874	Rev. Alexius Edelbrock, O. S. B.			0	0	
157	Clinton College, Miss.	1883	1874	Rev. W. S. Webb, A. M.	2	80	0	20	29
158	Shaw University, Miss.	1883	1874	Rev. W. W. Hooper, A. M.	51	27	52	33	
159	University of Mississippi, Miss.	1883	1874	Alex. P. Stewart (chancellor)	6	297			

^a As a college, as a high school 1876. ^c Constituted by the union of the two State schools. ^d From Report of the Commissioner of Education for 1876. ^e Estimated. ^f Under scientific are included 64 preparing for both courses. ^g Since deceased. ^h 1844, as Olivet Institute. ⁱ Includes students in English, German, and musical courses.

188	St. Stephen's College.....	Annandale, N. Y.....	1860	Prot. Epis.....	Rev. R. R. Fairbairn, D. D., LL. D.....	15	0	18	0
189	Wells College.....	Aurora, N. Y.....	1865	Presb.....	Edward S. Friebos, A. M.....	0	28	6	9
190	Brooklyn Collegiate and Polytechnic Institute.....	Brooklyn, N. Y.....	1861	Non-sect.....	David H. Cochran, Ph. D., LL. D.....	19	442		
191	St. Francis College.....	Brooklyn, N. Y.....	0	R. C.....	Very Rev. A. J. Meyer, C. M.....	6	96	0	50
192	St. John's College.....	Brooklyn, N. Y.....	1870	R. C.....	Martin Port.....	2	125	0	50
193	Canaan College.....	Buffalo, N. Y.....	1861	R. C.....	Brother Josephin.....	6	200	0	65
194	St. Joseph's College.....	Buffalo, N. Y.....	1866	Universalist.....	Rev. A. G. Galusha, D. D.....	0	0	0	185
195	St. Lawrence University.....	Canton, N. Y.....	1850	Universalist.....	Rev. Samuel G. Brown, D. D., LL. D.....	0	0	0	0
196	Hamilton College.....	Canton, N. Y.....	1812	Presb.....	Rev. A. W. Cowles, D. D.....	62			
197	Elmira College.....	Elmira, N. Y.....	1855	Presb.....	Rev. F. W. Gockeln, S. J.....	14	0	80	0
198	St. John's College.....	Elmira, N. Y. (New York City).....	1846	R. C.....	Rev. F. G. Hinsdale, S. T. D.....	0	0	0	0
199	Hobart College.....	Geneva, N. Y.....	1825	Prot. Epis.....	Rev. Ebenezer Dodge, D. D., LL. D.....	6	113	91	22
200	Medison University.....	Hamilton, N. Y.....	1846	Baptist.....	Andrew D. White, LL. D.....	0	0	0	0
201	Cornell University.....	Ithaca, N. Y.....	1865	Non-sect.....	Rev. S. D. Burchard, D. D.....	7	65	0	0
202	Ipsham University.....	Le Roy, N. Y.....	1857	Presb.....	Rev. Henry Hudson, S. J.....	14	235	0	0
203	College of St. Francis Xavier.....	New York, N. Y. (49 W. Fifth street).....	1861	R. C.....	Alexander S. Webb, LL. D.....	6	512	161	113
204	College of the City of New York.....	New York, N. Y.....	1866	Non-sect.....	F. A. P. Barnard, S. T. D., LL. D., LL. D.....	0	0	0	0
205	Columbia College.....	New York, N. Y.....	1754	Non-sect.....	Rev. Brother Anthony.....	582	0	200	
206	Manhattan College.....	New York, N. Y.....	1863	R. C.....	Rev. Thomas D. Anderson, D. D.....	1	0	25	
207	Rutgers Female College.....	New York, N. Y. (Grand Boulevard and 132d st.).....	1867	Non-sect.....	Howard Crosby, D. D., LL. D. (chancellor).....				
208	University of the City of New York.....	New York, N. Y. (487 and 491 Fifth avenue).....	1830	Non-sect.....	John H. Raymond, LL. D.....	0	324	0	0
209	Vassar College.....	Poughkeepsie, N. Y.....	1861	Non-sect.....	Martin B. Anderson, LL. D.....	0	0	0	0
210	University of Rochester.....	Rochester, N. Y.....	1850	Baptist.....	Rev. E. Notf Potter, D. D.....	0	0	0	0
211	Union College.....	Schenectady, N. Y.....	1795	Non-sect.....	Rev. E. O. Haven, D. D., LL. D.....	0	0	0	0
212	Syracuse University.....	Syracuse, N. Y.....	1870	Meth. Epis.....	Hon. Kemp P. Battle, A. M.....	0	0	0	0
213	University of North Carolina.....	Chapel Hill, N. C.....	1780	Non-sect.....	Rev. S. Mattoon, D. D.....				
214	Biddle University.....	Charlotte, N. C.....	1837	Presb.....	A. D. Hepburn, D. D.....	10	10		
215	Dartmouth College.....	Davidson College, N. C.....	1858	Non-sect.....	Rev. R. L. Abernethy, A. M.....	4	143	64	130
216	Rutherford College.....	Excelsior, N. C.....	1859	Lutheran.....	Rev. L. A. Bickle, D. D. (chairman of faculty).....	2	60		
217	North Carolina College.....	Mt. Pleasant, N. C.....	1859		Rev. B. Craven, D. D., LL. D.....	65	40	25	
218	Trinity College.....	Trinity, N. C.....	1852	M. E. South.....	Rev. W. M. Wingate, D. D.....	3	82	35	26
219	Wake Forest College.....	Wake Forest, N. C.....	1831	Baptist.....	Rev. James S. Kennedy, A. M., D. D.....	3	68	35	26
220	Weaver College.....	Weaver, N. C.....	1873	Non-sect.....	Rev. S. H. McCollister, D. D.....	16	57	32	16
221	Buchel College.....	Akron, Ohio.....	1870	Universalist.....	Rev. William H. Scott, A. M.....	2	44	17	40
222	Athens University.....	Athens, Ohio.....	1801	Non-sect.....	Aaron Schuyler, LL. D.....	2	68	47	14
223	Baldwin University.....	Berea, Ohio.....	1845	Meth. Epis.....	Rev. William Nast, D. D.....	33	5	10	12
224	German Wallace College.....	Berea, Ohio.....	1864	Meth. Epis.....	Isaac M. Wise.....	4	34		
225	Helweg Union College.....	Cincinnati, Ohio.....	1871	Jewish.....	Rev. A. Higgins, S. J.....	7	102	119	18
226	St. Xavier College.....	Cincinnati, Ohio.....	1842	R. C.....	Thomas Vickers d.....				
227	University of Cincinnati.....	Cincinnati, Ohio.....	1870	Non-sect.....					

* From Report of the Commissioner of Education for 1876.
 † Preparatory department is identical with Colgate Academy (Table VII).
 ‡ Present president; president in 1877, H. T. Eddy, C. E., Ph. D.

§ These are students preparing for commercial course.
 ¶ For statistics of Rutgers College Grammar School, see Table VII.

TABLE IX.—Statistics of universities and colleges for 1877, &c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Number of instructors.				Students.				Number of students unclassified.
						7	8	9	10	11	12	Preparatory department.		
												Male.	Female.		Preparing for classical course.	Preparing for self-entitled course.
225 Farmers' College of Hamilton County	College Hill, Ohio	1846	1846	Non-sect.	Rev. John B. Smith, A. B.	2	27	34	16	44	...	Preparatory department.		...
226 Ohio Wesleyan University	Delaware, Ohio	1842	1844	Meth. Epis.	Rev. Charles H. Payne, D. D., LL. D.	...	282	75	135	96	6126			...
227 Kenyon College	Gambier, Ohio	1826	1827	Prot. Epis.	Rev. William B. Eadine, A. M., D. D.	3	22	...	...	...	...			...
228 Denison University	Granville, Ohio	1852	1851	Baptist	Rev. E. Benj. Andrews, A. M.	3	91	...	55	15	...			...
229 Hiram College	Hiram, Ohio	1867	1867	Disciples	Rev. A. Hinsdale, A. M.	3	88	65	8	7	...			...
230 Western Reserve College	Hudson, Ohio	1826	1826	Disciples	Rev. Carroll Cutler, D. D.	3	29	2	31	...	...			...
231 Marietta College	Marietta, Ohio	1835	1835	Non-sect.	Rev. I. W. Andrews, D. D., LL. D.	3	74	...	60	...	...			...
232 Mt. Union College	Mt. Union, Ohio	1835	1835	Non-sect.	Rev. I. W. Andrews, D. D., LL. D.	3	74	...	60	...	...			...
233 Franklin College	New Athens, Ohio	1835	1835	Non-sect.	Rev. I. W. Andrews, D. D., LL. D.	3	74	...	60	...	...			...
234 Muskingum College	New Concord, Ohio	1837	1837	United Presb.	Rev. George C. Vincent, D. D.	0	49	21	...	...	...			...
235 Oberlin College	Oberlin, Ohio	1834	1834	United Presb.	Rev. David Paul, D. D.	67	309	176	213	...	...			...
236 McKim College	Sago, Ohio	1873	1873	Cong. Presb.	Rev. James H. Fairchild, D. D.	4	8	8	4	12	...			...
237 One Study University	Sci. Ohio	1867	1868	Assoc. Presb.	Rev. E. Ellison, A. M.	4	120	50	11	130	...			...
238 Miami Valley College	Springboro, Ohio	1874	1874	Meth. Epis.	A. Wright, M. D.	...	56	27	...	...	...			...
239 Wittenberg College	Springfield, Ohio	1845	1845	Evng. Luth.	Rev. J. B. Helwig, D. D.	2	40	15	35	10	...			...
240 Heidelberg College	Tiffin, Ohio	1850	1850	Reformed	Rev. George W. Willard, D. D.	1	74	11	18	67	...			...
241 Urbana University	Urbana, Ohio	1849	1849	New Church	Rev. Frank Sewall, A. M.	1	24	...	...	...	...			...
242 Geneva College	Westerville, Ohio	1851	1849	United Presb.	Rev. H. A. Thompson, D. D.	1	85	37	18	39	...			...
243 Willoughby College	West Geneva, Ohio	1858	1858	Ref. Presb.	W. W. Gist	...	55	55	44	...	...			...
244 Wilmington College	Wilmington, Ohio	1875	1870	Friends	Benjamin Trueblood, A. M.	1	35	35	...	...	...			...
245 University of Wooster	Wooster, Ohio	1866	1870	Presb.	Rev. A. A. Taylor, D. D.	3	89	26	74	41	...			...
246 Wilberforce University	Xenia, Ohio	1863	1863	African M. E.	Rev. Benjamin F. Lee, B. D.	0	81	45	45	40	...			...
247 Xenia College	Xenia, Ohio	1850	1850	Meth. Epis.	William Smith, A. M.	2	27	22	...	...	105			...
248 Antioch College	Yellow Springs, Ohio	1852	1853	Non-sect.	Samuel C. Derby, A. M.	4	55	53	39	...	...			...
249 Corvallis College	Corvallis, Oreg.	1852	1853	Non-sect.	John W. Johnson	1	30	20	...	...	...			...
250 University of Oregon	Eugene City, Oreg.	1876	1876	M. E. South.	John W. Johnson	1	30	20	...	...	...			...
251 McMinnville College	McMinnville, Oreg.	1876	1876	Non-sect.	John W. Johnson	1	30	20	...	...	...			...
252 Christian College	Monmouth, Oreg.	1869	1869	Christian	Thomas F. Campbell, A. M.	4	80	61	49	...	...			...

TABLE IX.—Statistics of universities and colleges for 1877, &c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Preparatory department.					Number of students unclassified.
						Number of instructors.	Students.				
							Male.	Female.	Preparing for classical course.	Preparing for scientific course.	
1	2	3	4	5	6	7	8	9	10	11	12
Cumberland University.....	Lebanon, Tenn.....	1842	1842	Cumb. Presb..	Nathan Green, A. M., LL. B. (chancellor)	5	79	38	.....	.....	.....
Bethel College.....	McKenzie, Tenn.....	1850	1847	Cumb. Presb..	Rev. W. W. Hendrix.....	1	30	23	.....	.....	.....
Manchester College.....	Manchester, Tenn.....	1856	1860	Non-sect.....	Isaac N. Jones.....	1	10	12	9	.....	.....
Maryville College.....	Maryville, Tenn.....	1842	1819	Presb.....	Rev. P. M. Bartlett, D. D.....	4	107	53	30	20	.....
Christian Brothers' College.....	Memphis, Tenn. (282 Adams st.).....	1872	1871	R. C.....	Brother Maurelian.....	3	47	0	23	10	.....
Mosheim Institute.....	Mosheim, Tenn.....	1871	1869	Lutheran.....	Rev. J. C. Barth, A. M.....	1	45	40	11	.....	.....
Mossy Creek Baptist College.....	Mossy Creek, Tenn.....	1853	1850	Baptist.....	Rev. N. B. Goforth, D. D.....	1	86	.....	78	.....	.....
Central Tennessee College.....	Nashville, Tenn.....	1866	1866	Meth. Epis.....	Rev. J. Braden, D. D.....	1	18	2	4	1	.....
Fisk University.....	Nashville, Tenn.....	1867	1866	Cong.....	Rev. E. M. Cravath, M. A.....	4	32	21	.....	.....	.....
Vanderbilt University.....	Nashville, Tenn.....	1873	1873	M. E. South.....	L. C. Garland, LL. D. (chancellor)	5	70	.....	.....	.....	.....
University of the South.....	Sevance, Tenn.....	1857	1868	Prot. Epis.....	Gen. J. G. Gargas (vice chancellor)	2	83	9	33	53	.....
Greeneville and Tusculum College.....	Tusculum, Tenn.....	1794	1794	Non-sect.....	Rev. W. S. Doak, D. D.....	3	90	78	.....	.....	.....
Woodbury College.....	Woodbury, Tenn.....	1859	1859	Non-sect.....	L. D. Stroud.....	0	0	0	0	0	.....
Texas Military Institute.....	Austin, Tex.....	1867	1867	Non-sect.....	Col. J. G. James.....	5	70	.....	.....	.....	.....
St. Joseph's College.....	Brownsville, Tex.....	1840	1867	R. C.....	Rev. P. F. Parliot, O. M. T.....	1	26	.....	10	7	.....
Southwestern University.....	Georgetown, Tex.....	1875	1840	Meth. Epis.....	Rev. F. A. Mood, A. M., D. D.....	6	80	75	.....	.....	.....
Henderson Male and Female College.....	Henderson, Tex.....	1870	1873	Non-sect.....	Oscar H. Cooper.....	3	40	0	.....	.....	.....
Austin College.....	Huntsville, Tex.....	1849	1851	Presb.....	Rev. S. M. Luckett.....	2	10	.....	2	8	.....
Baylor University.....	Independence, Tex.....	1845	1846	Baptist.....	Rev. William Carey Crane, D. D., LL. D.....	2	10	.....	.....	.....	.....
Manassah Male and Female College.....	Manassah, Tex.....	1873	1869	Non-sect.....	Rev. John Collier.....	2	(200)	.....	.....	.....	.....
Salado College.....	Salado, Tex.....	1859	1861	Non-sect.....	O. H. Colburn, M. A.....	2	30	.....	.....	.....	.....
Trinity University.....	Tehuacana, Tex.....	1870	1869	Cumb. Presb..	R. W. Pittman (acting)	2	65	50	54	61	.....
Waco University.....	Waco, Tex.....	1861	1867	Baptist.....	Rev. R. C. Burleson, D. D.....	2	135	120	85	170	.....
University of Vermont and State Agricultural College.....	Burlington, Vt.....	1791	1800	Non-sect.....	Rev. M. H. Burkhart, D. D.....	0	0	0	0	0	.....
Middlebury College.....	Middlebury, Vt.....	1800	1800	Cong.....	Rev. Calvin B. Hallbert, D. D.....	0	0	0	0	0	.....

TABLE IX.—Statistics of universities and colleges for 1877, &c.—Continued.

Name.	Collegiate department.																									
	Corps of instruction.					Whole number of students.	Students in classical course.								Students in scientific course.											
							Fresh-man.				Sopho-more.		Junior.		Senior.		Fresh-man.				Sopho-more.		Junior.		Senior.	
	No. of faculty.	No. of resident pro-fessors and in-structors.	No. of non-resident professors and lecturers.	No. of endowed pro-fessors.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	No. of fellowships.	No. of scholarships.	No. of years in collegiate course.	
1	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
Southern University*	7	7	0	0	79																	0	0	0	4	39
Howard College	27	26	1	0	70																	0	0	0	4	40
Spring Hill College	10	10	0	0	171																	0	0	0	3	40
University of Alabama	3	3	0	0	17																	0	0	0	4	40
Arkansas College	3	3			27																					
Cane Hill College	7	7			69																					
Judson University	3	3			47																					
St. John's College of Arkansas	10	10	0	0	60																					
Missionary College of St. Augustine	5	4	1	0	23																					
Pierce Christian College	31	29	2	0	617	36	15	46	9	18	4	11	1	(d)		(d)		(d)				3	0	0	4	37
St. Vincent's College	12	12	10		138	18	0	16	0	7	0	12	0	29	0	32	0	23	0	2		3	0	0	4	42
St. Ignatius College	25	13	3	0	75																	13	0	0	4	42
St. Mary's College	27	20	7	0	75																	13	0	0	4	40
Santa Clara College	10	8	6	(e)	106	8	4	7	3	6	2	2	1	20	10	4	13	7	10	3	6	1	4	4	4	40
University of the Pacific.	4	7			145	4	1			1	3	4	1	6	4	2						1				
Pacific Methodist College	3	3			36	1	0	1	0	0	0	1	2	11	6	7	5	2	9	1	5	2	0	0	4	48
College of Our Lady of Guadalupe*	4	4	0	0	60																					
California College	10	10	3	2	2108	28	20	12	8	10	6	5	1									25	0	0	4	40
Washington College	7				3																					
Hesperian College	44	10	6	0	111	28	36	20	15	20	15	65										25	0	0	4	36
University of Colorado	16	16	1	1	471	39	0	37	1	41	1	118										25	0	0	4	36
Colorado College	20	20	0	0	134	16	16	16	16	16	16	16										25	0	0	4	39
Trinity College	5	5	1	0	406	6	0																			
Wabash University	20	20	0	0	134	16	16	16	16	16	16	16														
Wesleyan University	27	27			406	6	0																			
Delaware College	5	5	1	0	406	6	0																			
University of Georgia*	13	13			110																					

(on)

TABLE IX.—Statistics of universities and colleges for 1877, &c.—Continued.

Name.	Collegiate department.																							No. of weeks in scholastic year.			
	Corps of instruction.					Whole number of students.	Students in classical course.					Students in scientific course.								No. of years in collegiate course.							
	No. of faculty.	No. of resident professors and instructors.	No. of non-resident professors and lecturers.	No. of endowed professors.	Fresh-man.		Sophomore.		Junior.		Senior.		Fresh-man.		Sophomore.		Junior.		Senior.		No. of fellowships.	No. of scholarships.					
					Male.		Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				Male.		Female.	Male.	Female.
1	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	
Indiana Asbury University*	13	12	1	1	231	40	10	30	10	30	20	13	4	20	9	15	7	15	8	6	2	3	34	35	36	37	38
Hanover College*	11	6	0	0	74	31	17	14	1	1	1	1	1	35	11	15	2	2	1	1	1	1	1	120	4	42	
Hartsville University	6	0	0	0	1	70	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	4	37	
Butler University	9	5	1	1	56	6	2	11	3	1	2	1	2	6	4	6	3	9	0	3	0	3	1	1	1	4	39
Smithson College	6	5	1	1	671	1	1	2	2	1	1	1	1	5	2	2	2	3	1	2	1	1	1	1	4	38	
Union Christian College	6	5	1	1	35	1	2	1	1	1	1	1	1	6	11	3	2	2	1	2	1	1	1	1	4	39	
Moore's Hill College	5	5	1	1	275	5	5	1	5	3	3	4	2	2	2	5	1	1	1	1	1	1	1	1	4	40	
University of Notre Dame du Lac	27	5	0	0	42	1	1	1	1	1	1	1	1	7	6	3	1	4	1	1	1	1	1	1	4	39	
Earlham College	5	4	1	1	60	10	15	0	0	0	0	0	0	10	8	3	1	4	1	1	1	1	1	1	4	36	
Ridgeville College	9	9	4	0	6	1	2	0	0	0	0	0	0	10	8	3	1	4	1	1	1	1	1	1	4	36	
St. Meinrad's College	4	4	0	0	52	3	2	0	0	0	0	0	0	18	3	3	1	4	1	1	1	1	1	1	4	36	
Algona College	6	6	2	0	96	24	22	2	2	1	20	18	13	10	8	3	1	4	1	1	1	1	1	1	4	36	
Amity College	5	5	0	0	13	9	1	1	1	1	1	1	1	10	8	3	1	4	1	1	1	1	1	1	4	36	
Norwegian Lutheran College	5	5	0	0	51	5	4	3	1	1	1	1	1	10	8	3	1	4	1	1	1	1	1	1	4	36	
University of Des Moines	5	5	0	0	12	2	2	2	2	2	2	2	2	12	2	2	2	2	2	2	2	2	2	2	4	36	
Parsons College	6	6	0	0	23	9	1	1	1	1	1	1	1	10	8	3	1	4	1	1	1	1	1	1	4	36	
Upper Iowa University	6	6	0	0	54	8	5	5	5	5	5	5	5	10	8	3	1	4	1	1	1	1	1	1	4	36	
Iowa College*	15	2	2	0	12	2	2	2	2	2	2	2	2	12	2	2	2	2	2	2	2	2	2	2	4	36	
Humboldt College	2	2	0	0	66	21	10	4	4	4	4	4	4	10	8	3	1	4	1	1	1	1	1	1	4	36	
Simpson Centenary College	6	6	0	0	149	23	6	11	4	13	13	13	13	3	3	3	3	3	3	3	3	3	3	3	4	36	
Iowa State University	11	14	0	0	66	21	10	4	4	4	4	4	4	10	8	3	1	4	1	1	1	1	1	1	4	36	
German College	8	9	0	0	98	3	6	6	5	4	3	2	2	10	10	8	7	13	8	8	3	1	1	1	4	37	
Iowa Wesleyan University	7	7	0	0	73	10	9	4	5	4	3	2	2	10	10	8	7	13	8	8	3	1	1	1	4	37	
Cornell College	9	9	0	0	116	27	20	21	17	13	8	4	4	1	6	5	5	5	5	5	5	5	5	5	4	38	
Oakdale College	6	6	0	0	42	18	4	15	8	6	4	3	3	2	5	4	0	1	1	1	1	1	1	1	4	38	
Central University of Iowa	8	7	0	0	58	4	1	2	2	1	1	1	1	7	13	1	11	2	6	1	1	1	1	1	4	38	
Tabor College	7	7	0	0	58	4	1	2	2	1	1	1	1	7	13	1	11	2	6	1	1	1	1	1	4	38	

97	Western College.....	5	7	5	0	0	23	4	4	3	1	2	2	13	2	1	2	2	5	1	40	4	36
98	St. Benedict's College.....	5	5	5	0	0	23	10	10	3	1	2	2	13	2	1	2	2	5	1	40	4	42
99	Baker University.....	5	4	4	0	0	23	3	3	2	2	2	2	13	2	1	2	2	5	1	40	4	39
100	Highland University.....	10	10	10	0	0	112	15	5	4	2	4	4	20	21	12	6	4	3	0	1	4	39
101	University of Kansas.....	4	4	4	0	0	17	2	2	2	1	1	1	4	4	2	1	1	2	1	0	0	40
102	Lane University.....	9	9	9	0	0	(h)	2	2	2	29	1	70	6	3	2	2	4	3	0	0	0	40
103	Ottawa University.....	9	9	9	0	0	99	31	4	4	29	1	70	6	3	2	2	4	3	0	0	0	40
104	St. Mary's College.....	7	7	7	0	0	99	31	4	4	29	1	70	6	3	2	2	4	3	0	0	0	40
105	Washburn College.....	9	9	9	0	0	99	31	4	4	29	1	70	6	3	2	2	4	3	0	0	0	40
106	St. Joseph's College.....	9	9	9	0	0	99	31	4	4	29	1	70	6	3	2	2	4	3	0	0	0	40
107	Berea College.....	9	9	9	0	0	99	31	4	4	29	1	70	6	3	2	2	4	3	0	0	0	40
108	Cecilian College.....	9	9	9	0	0	99	31	4	4	29	1	70	6	3	2	2	4	3	0	0	0	40
109	Centre College.....	9	9	9	0	0	99	31	4	4	29	1	70	6	3	2	2	4	3	0	0	0	40
110	Emmence College.....	9	9	9	0	0	99	31	4	4	29	1	70	6	3	2	2	4	3	0	0	0	40
111	Kentucky Military Institute.....	9	9	9	0	0	99	31	4	4	29	1	70	6	3	2	2	4	3	0	0	0	40
112	Georgetown College.....	9	9	9	0	0	99	31	4	4	29	1	70	6	3	2	2	4	3	0	0	0	40
113	Kentucky University.....	9	9	9	0	0	99	31	4	4	29	1	70	6	3	2	2	4	3	0	0	0	40
114	Murray Male and Female Institute.....	9	9	9	0	0	99	31	4	4	29	1	70	6	3	2	2	4	3	0	0	0	40
115	Concord College.....	9	9	9	0	0	99	31	4	4	29	1	70	6	3	2	2	4	3	0	0	0	40
116	Kentucky Classical and Business College.....	9	9	9	0	0	99	31	4	4	29	1	70	6	3	2	2	4	3	0	0	0	40
117	Bethel College.....	9	9	9	0	0	99	31	4	4	29	1	70	6	3	2	2	4	3	0	0	0	40
118	St. Mary's College.....	9	9	9	0	0	99	31	4	4	29	1	70	6	3	2	2	4	3	0	0	0	40
119	Louisiana State University and Agricultural and Mechanical College. ^g	10	8	8	0	0	85	2	2	2	1	3	3	14	10	9	4	2	2	0	0	0	40
120	St. Charles College.....	3	3	3	0	0	24	18	2	2	1	3	3	14	10	9	4	2	2	0	0	0	44
121	Centenary College of Louisiana.....	3	3	3	0	0	24	18	2	2	1	3	3	14	10	9	4	2	2	0	0	0	44
122	Leland University.....	4	4	4	0	0	24	18	2	2	1	3	3	14	10	9	4	2	2	0	0	0	44
123	Straight University.....	14	14	14	0	0	133	45	25	21	21	11	11	8	13	4	6	6	6	3	0	0	43
124	Jefferson College, St. Mary's.....	12	12	12	0	0	116	46	3	24	24	17	17	2	5	4	3	3	3	0	0	0	43
125	Bowdoin College.....	7	7	7	0	0	124	40	4	30	1	2	14	3	4	4	4	4	4	0	0	0	43
126	Bates College.....	8	8	8	0	0	65	25	13	13	13	4	4	4	4	4	4	4	4	0	0	0	43
127	Colby University.....	9	9	9	0	0	65	25	13	13	13	4	4	4	4	4	4	4	4	0	0	0	43
128	St. John's College.....	9	9	9	0	0	65	25	13	13	13	4	4	4	4	4	4	4	4	0	0	0	43
129	Johns Hopkins University.....	9	9	9	0	0	65	25	13	13	13	4	4	4	4	4	4	4	4	0	0	0	43
130	Loyola College.....	9	9	9	0	0	65	25	13	13	13	4	4	4	4	4	4	4	4	0	0	0	43
131	Washington College.....	3	3	3	0	0	21	8	10	10	0	3	3	12	12	12	12	12	12	0	0	0	40
132	Rock Hill College.....	17	17	17	0	0	21	8	10	10	0	3	3	12	12	12	12	12	12	0	0	0	40
133	St. Charles College.....	10	10	10	0	0	88	35	26	14	14	13	13	8	13	4	6	6	6	9	0	0	40
134	Frederick College.....	13	13	13	0	0	88	35	26	14	14	13	13	8	13	4	6	6	6	9	0	0	40
135	Western Maryland College.....	10	10	10	0	0	88	35	26	14	14	13	13	8	13	4	6	6	6	9	0	0	40
136	Amherst College.....	20	17	17	0	0	88	35	26	14	14	13	13	8	13	4	6	6	6	9	0	0	40
137	Boston College.....	3	3	3	0	0	88	35	26	14	14	13	13	8	13	4	6	6	6	9	0	0	40
138	Boston University, College of Liberal Arts.....	21	20	20	0	0	88	35	26	14	14	13	13	8	13	4	6	6	6	9	0	0	40
139	Harvard College.....	46	46	46	0	0	88	35	26	14	14	13	13	8	13	4	6	6	6	9	0	0	40

^a From Report of the Commissioner of Education for 1876.
^b Includes special students.
^c Includes normal and irregular students, and those in Bible department.
^d In all departments.
^e Includes 12 normal students.
^f Two resident lecturers are included.
^g Includes irregular students.
^h Includes students in philosophy and engineering courses.
ⁱ The course at present is only academic.
^j Partially endowed.
^k Not prescribed.
^l Constituted by the union of the two State schools.
^m Fifty of these were for board and tuition.
ⁿ Of these 12 pursue both courses.

160	La Grange College*	7	100	2	5	10	7	10	4	1	1	1	5	40
161	William Jewell College	5	33	12	8	10	3	10	4	1	4	1	3	40
162	Baptist College	3	33	12	8	10	3	10	4	1	4	1	3	40
170	St. Joseph College	16	0	0	0	0	0	0	0	0	0	0	0	40
171	Christian Brothers' College*	20	0	0	0	0	0	0	0	0	0	0	0	40
172	St. Louis University	20	0	0	0	0	0	0	0	0	0	0	0	40
173	Washington University	13	24	7	1	0	5	1	0	0	0	0	0	40
174	Drury College	8	73	8	1	0	5	1	0	0	0	0	0	40
175	Central Wesleyan College	4	45	9	1	0	4	1	0	0	0	0	0	40
176	Deane College	4	19	3	1	4	2	1	0	0	0	0	0	39
177	University of Nebraska	9	0	0	0	0	0	0	0	0	0	0	0	39
178	University of Nebraska*	9	0	0	0	0	0	0	0	0	0	0	0	37
179	Nebraska College	4	475	12	1	2	3	1	1	2	2	0	2	40
180	Crichton College	8	0	0	0	0	0	0	0	0	0	0	0	40
181	State University of Nevada	20	315	65	54	52	75	15	19	23	12	67	4	38
182	Dartmouth College	6	51	6	7	4	4	15	11	8	8	6	7	40
183	St. Benedict's College	13	173	36	36	35	25	12	13	9	8	0	0	40
184	Rutgers College	26	448	95	95	129	80	23	10	8	13	44	8	36
185	College of New Jersey	15	97	47	45	40	47	23	10	8	13	44	8	37
186	Salem Hall College*	6	0	0	0	0	0	0	0	0	0	0	0	40
187	St. Bonaventure's College	15	47	45	40	40	47	23	10	8	13	44	8	40
188	St. Stephen's College	6	61	16	0	12	0	13	1	8	5	1	0	40
189	Walla College	11	0	0	0	0	0	0	0	0	0	0	0	40
190	Brooklyn College and Polytechnic Institute	11	0	0	0	0	0	0	0	0	0	0	0	40
191	St. Francis College	8	0	0	0	0	0	0	0	0	0	0	0	40
192	St. John's College	8	0	0	0	0	0	0	0	0	0	0	0	40
193	Canisius College	15	112	3	2	1	2	1	2	3	1	2	0	40
194	St. Joseph's College	7	6	3	1	0	4	1	2	4	2	6	8	40
195	St. Lawrence University	13	653	1	1	0	4	1	2	4	2	6	8	40
196	Hamilton College*	11	152	39	10	46	28	9	14	6	5	0	0	38
197	Elmira College*	11	56	10	13	10	13	0	14	6	5	0	0	40
198	St. John's College	14	51	15	13	10	13	0	14	6	5	0	0	40
199	Hobart College	9	34	10	13	10	13	0	14	6	5	0	0	40
200	Medison University	10	475	16	21	19	15	3	2	2	2	0	0	38
201	Cornell University	42	55	2	1	5	7	8	5	10	13	133	11	39
202	Ingham University	16	14	9	6	5	4	4	10	10	10	4	1	40
203	College of St. Francis Xavier	15	34	0	0	0	0	0	0	0	0	0	0	40
204	College of the City of New York*	15	102	43	27	17	15	15	74	40	20	21	3	40
205	Columbia College	44	838	116	50	38	29	29	74	40	20	21	3	36
206	Manhattan College*	14	224	73	70	37	44	44	0	0	0	0	0	40
207	Rutgers Female College*	14	108	32	36	23	18	18	0	0	0	0	0	40
208	University of the City of New York*	14	31	18	7	8	7	7	64	61	61	3	0	40
209	Vassar College	31	63	0	0	0	0	0	0	0	0	0	0	38
210	University of Rochester	9	206	0	51	0	46	0	45	1	1	3	1	40
211	Union College	20	160	31	29	29	28	13	4	4	5	1	0	40

* From Report of the Commissioner of Education for 1876.
 a Includes special students.
 b Includes irregular students.
 c In classical are included those pursuing Latin and scientific course; in scientific, those studying civil and mining engineering and architecture.
 d Twenty-eight others endowed, but not yet productive.
 e One is but partially endowed.
 f Includes those in ladies' course.
 g For students in scientific department, see Table X.
 h Partially.
 i Includes university students.
 j For students in scientific department, see Table X.
 k Parts 1 and 2.
 l Pursue both courses.
 m Also general endowment of \$50,000.
 n Also an "aid fund" of \$25,000.
 o In partial course.
 p Also two graduate scholarships.
 q The income of \$100,000 is paid in divers amounts to deserving students.

TABLE IX.—Statistics of universities and colleges for 1877, &c.—Continued.

Name.		Collegiate department.																										
		Corps of instruction.				Whole number of students.	Students in classical course.				Students in scientific course.																	
		No. of faculty.	No. of resident professors and instructors.	No. of non-resident professors and lecturers.	No. of endowed professors.		Fresh-man.	Sophomore.	Junior.	Senior.	Fresh-man.	Sophomore.	Junior.	Senior.	Female.	Male.	Female.	Male.	No. of graduate students.	No. of fellowships.	No. of years in collegiate course.	No. of weeks in scholastic year.						
1		13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	
212	Syracuse University	11	11	10	3	319	27	12	25	17	2	15	15	38	24	26	10	20	12	9	9	11	4	0	0	4	40	
213	University of North Carolina	12	11	1	1	158	49	13	5	9	7	7	7	1	5	1	1	1	13	10	10	1	1	1	1	4	40	
214	Biddle University	6	6	0	0	75	27	16	11	7	11	5	1	1	5	1	1	1	7	1	1	1	0	0	0	0	4	40
215	Davidson College	6	6	0	0	75	27	16	11	7	11	5	1	1	5	1	1	1	7	1	1	1	0	0	0	0	4	40
216	Rutherford College	6	6	0	0	75	27	16	11	7	11	5	1	1	5	1	1	1	7	1	1	1	0	0	0	0	4	40
217	North Carolina College	6	6	0	0	75	27	16	11	7	11	5	1	1	5	1	1	1	7	1	1	1	0	0	0	0	4	40
218	Trinity College	6	6	0	0	75	27	16	11	7	11	5	1	1	5	1	1	1	7	1	1	1	0	0	0	0	4	40
219	Wake Forest College	6	6	0	0	75	27	16	11	7	11	5	1	1	5	1	1	1	7	1	1	1	0	0	0	0	4	40
220	Weaver College	6	6	0	0	75	27	16	11	7	11	5	1	1	5	1	1	1	7	1	1	1	0	0	0	0	4	40
221	Buchtel College	6	6	0	0	75	27	16	11	7	11	5	1	1	5	1	1	1	7	1	1	1	0	0	0	0	4	40
222	Ohio University	6	6	0	0	75	27	16	11	7	11	5	1	1	5	1	1	1	7	1	1	1	0	0	0	0	4	40
223	Baldwin University	6	6	0	0	75	27	16	11	7	11	5	1	1	5	1	1	1	7	1	1	1	0	0	0	0	4	40
224	German Wallace College	6	6	0	0	75	27	16	11	7	11	5	1	1	5	1	1	1	7	1	1	1	0	0	0	0	4	40
225	Hebrew Union College	6	6	0	0	75	27	16	11	7	11	5	1	1	5	1	1	1	7	1	1	1	0	0	0	0	4	40
226	St. Xavier College	6	6	0	0	75	27	16	11	7	11	5	1	1	5	1	1	1	7	1	1	1	0	0	0	0	4	40
227	University of Cincinnati	6	6	0	0	75	27	16	11	7	11	5	1	1	5	1	1	1	7	1	1	1	0	0	0	0	4	40
228	Farmers' College of Hamilton County	6	6	0	0	75	27	16	11	7	11	5	1	1	5	1	1	1	7	1	1	1	0	0	0	0	4	40
229	Ohio Wesleyan University	6	6	0	0	75	27	16	11	7	11	5	1	1	5	1	1	1	7	1	1	1	0	0	0	0	4	40
230	Knox College	6	6	0	0	75	27	16	11	7	11	5	1	1	5	1	1	1	7	1	1	1	0	0	0	0	4	40
231	Denison University	6	6	0	0	75	27	16	11	7	11	5	1	1	5	1	1	1	7	1	1	1	0	0	0	0	4	40
232	Hiram College	6	6	0	0	75	27	16	11	7	11	5	1	1	5	1	1	1	7	1	1	1	0	0	0	0	4	40
233	Western Reserve College	6	6	0	0	75	27	16	11	7	11	5	1	1	5	1	1	1	7	1	1	1	0	0	0	0	4	40
234	Marquette College	6	6	0	0	75	27	16	11	7	11	5	1	1	5	1	1	1	7	1	1	1	0	0	0	0	4	40
235	Mt. Union College	6	6	0	0	75	27	16	11	7	11	5	1	1	5	1	1	1	7	1	1	1	0	0	0	0	4	40
236	Franklin College	6	6	0	0	75	27	16	11	7	11	5	1	1	5	1	1	1	7	1	1	1	0	0	0	0	4	40
237	Washington College	6	6	0	0	75	27	16	11	7	11	5	1	1	5	1	1	1	7	1	1	1	0	0	0	0	4	40
238	McCormick College	6	6	0	0	75	27	16	11	7	11	5	1	1	5	1	1	1	7	1	1	1	0	0	0	0	4	40
239	Metairie College	6	6	0	0	75	27	16	11	7	11	5	1	1	5	1	1	1	7	1	1	1	0	0	0	0	4	40

	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
One Study University	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
Miami Valley College ^a	8	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
Wittenberg College	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
Heldberg College	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Urbana University	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
Ottawa University	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Geneva College	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
Willoughby College	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
University of Wooster ^a	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Wilberforce University	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Xenia College ^a	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19
Antioch College	76	76	76	76	76	76	76	76	76	76	76	76	76	76	76	76	76	76	76	76	76	76	76	76	76	76	76	76
Corvallis College	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
University of Oregon ^a	102	102	102	102	102	102	102	102	102	102	102	102	102	102	102	102	102	102	102	102	102	102	102	102	102	102	102	102
McMinnville College	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85
Christian College	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Philomath College	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
Willamette University	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27
Muhlenberg College	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61
Lebanon Valley College	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
Dickinson College	54	54	54	54	54	54	54	54	54	54	54	54	54	54	54	54	54	54	54	54	54	54	54	54	54	54	54	54
Pennsylvania Military Academy	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42
Lafayette College	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Urbain College	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Pennsylvania College	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
Thiel College	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
Haverford College	59	59	59	59	59	59	59	59	59	59	59	59	59	59	59	59	59	59	59	59	59	59	59	59	59	59	59	59
Monongahela College	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Franklin and Marshall College	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122	122
St. Vincent's College ^a	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66
University at Lewisburg ^a	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
St. Francis College	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70
Allegheny College	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
Mercersburg College	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
Palatine College ^a	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
New Castle College	110	110	110	110	110	110	110	110	110	110	110	110	110	110	110	110	110	110	110	110	110	110	110	110	110	110	110	110
Westminster College	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
St. Joseph's College	134	134	134	134	134	134	134	134	134	134	134	134	134	134	134	134	134	134	134	134	134	134	134	134	134	134	134	134
University of Pennsylvania	58	58	58	58	58	58	58	58	58	58	58	58	58	58	58	58	58	58	58	58	58	58	58	58	58	58	58	58
Western University of Pennsylvania	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
Lehigh University	83	83	83	83	83	83	83	83	83	83	83	83	83	83	83	83	83	83	83	83	83	83	83	83	83	83	83	83
Swarthmore College	105	105	105	105	105	105	105	105	105	105	105	105	105	105	105	105	105	105	105	105	105	105	105	105	105	105	105	105

¹ From Report of the Commissioner of Education for 1876.
^a Partially endowed.
^b Includes special students.
^c Includes irregular students.
^d For academic and art departments.
^e Includes students in academic and art departments.
^f In literary course.
^g Under classical are included students in scientific course.
^h Also two partially.
ⁱ These are State students in agricultural department.
^j There are as many free scholarships as there are members of the legislature.
^k Includes 11 in ladies' course.
^l Number of poor students helped, 28.
^m In theology.
ⁿ Includes 17 in partial course.
^o See Table X, Part 2.

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c From Report of the Commissioner of Education for 1876.

- d* Not prescribed; curriculum consisting of elective schools or departments.
- d* Includes irregular students.
- d* Includes ministerial and special students.
- d* Episcopal clergymen in Wisconsin.
- d* Pursue scientific course at

Partially endowed.
 or departments.
 Includes ministerial and special students.
 Also 4 partially.

	18	24	4,000	0	1,000	0	100,000	0	2,000	8,000	0	June 21.
29 Atlanta University*												
30 Bowdoin College	50	3	200	50	0	0	20,000	0	4,500	0	0	July 17.
31 Gainesville College	60	34	9,000	150	75	300	150,000	10,000	4,000	2,000	0	July 8.
32 Mercer University	a:20		1,500				50,000		a7,000			July 3.
33 Pio Nono College	60		8,500			4,000	100,000					July 17.
34 Emory College	35-50	34-5	250	100	10	600	50,000	20,000		0		June 7.
35 Abingdon College*	36	14	300	20	10	600	50,000		5,500			June 21.
36 Heddington College	38	2-34	2,000	1,000	200	500	50,000	50,000	8,000	0		June 20.
37 Illinois Wesleyan University	290	4	2,000	500	100	500	50,000	70,000	10,000	0		June.
38 St. Victor's College	25	24	1,000	800			60,000		2,004			June 13.
39 Blackburn University	25	1-90	2,500	500	40	1,000	50,000	47,000	3,000	0	0	May 2.
40 Carthage College	40	3	10,500				600,000		4,100	0	0	September 2.
41 St. Ignace College	70		7,000				600,000		7,500			June 27.
42 University of Chicago							400,000		4,000			June 28.
43 Rock River University	30	2-4	2,000			1,000	25,000		3,000	0	0	June 6.
44 Eureka College	27, 45	14-54	20,800	7,300			55,500	20,000	13,540	0	0	June 20.
45 Northwestern University	30	24	100		20	250	291,000	902,000	28,498	0	0	June 28.
46 Ewing College	29	24	6,400	500	100	3,000	5,000	11,000	2,000	0	0	June 27.
47 Knox College	15-33	34-5	4,000	100	1,000	50,000	100,000	9,000	6,300	0		June 20.
48 Lombard University	30	3-34	7,500			3,000	125,000	100,000	4,400	3,000		June 6.
49 Illinois Agricultural College*	38	24	3,400			100	23,000		1,855	0	0	June 27.
50 Swedish-American Ansgari College	23, 30	24	3,400		100		55,500	5,500	3,000			June 9.
51 Lake Forest University	40-100	4	5,000	1,000	500	2,500	50,000	25,000	2,300			June 14.
52 McKendree College	38-42	4					75,000	50,000	5,000			June 20.
53 Lincoln University	26-40	(L)	200	118	40	900	1,500	35,000	3,384	0		June 13.
54 Evangelisch-Lutherisches Collegium	15						50,000	97,000	2,000	0	0	June 28.
55 Monmouth College	40	3	6,000	1,000			35,000	105,000	4,600	20,000		June 13.
56 Augustana College	24, 30	42	5,000	2,500	50	200	55,000	40,000	1,200			June 19.
57 St. Joseph's Ecclesiastical College	a150, 180	1-3	2,780	100	50	1,000	100,000	30,000	1,300			June 14.
58 Shurtleff College	48, 60	3	170	20	55		100,000	130,412	8,000	23,000		June 12.
59 Wheaton College	30	3-34	6,000	1,000			150,000	91,000	500	0	0	June 27.
60 Bedford College	0	3-34	12,000	1,000	250	1,000	150,000	61,000	500	0	0	July 15.
61 Indiana University	30	2-34	5,000	1,000			50,000	74,000	2,000			June 14.
62 Wabash College	a100	14	300	500	68	500	40,500	17,000	m4,500	0		June 21.
63 Concordia College	23, 28	34-5	2,068	1,000	0	1,000	290,000	70,000	12,000			June 13.
64 Fort Wayne College	0	4	5,000		30	2,400	15,000	19,000	1,200	9,000		June 20.
65 Franklin College	23, 28	34-5	10,000	1,000			150,000	300,000	1,200	1,200		June 14.
66 Indiana Asbury University*	0	24-34	830	125	500	1,000	100,000		18,000			June 28.
67 Hanover College	15-18	0	1,500	1,000			100,000					June 28.
68 Hartsville University	0											June 28.
69 Butler University	0											June 28.
70 Smithson College	30	34										June 28.

* From Report of the Commissioner of Education for 1876. a Board and tuition. b Three students from each county are admitted free of tuition. c Estimated. d Cost of board and tuition per month. e To residents. f One-fifth of a mill on each dollar assessed in the State, giving an annual income of about \$8,000. g Includes endowment. h From report for 1875. i Including furnished room. j Suspended during the year, but will reopen September, 1878. k The statistics are taken from the Report for 1876. l Free to those intending to become ministers in the synod; \$100 a year to others. m Includes room rent, fuel, and light. n From contingent fees. o Free to those intending to pursue a theological course. p The interest is to be used solely for the assistance of needy students.

TABLE IX.—Statistics of universities and colleges for 1877, &c.—Continued.

Name.	Annual charge to each student for tuition.	Cost of board per week.	Libraries.			Property, income, &c.						Date of next commencement.	
			College library.			Number of volumes in society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.		Aggregate amount of scholarship funds.
			Number of volumes.	Number of pamphlets.	Increase in the last collegiate year in books.								
1	39	40	41	42	43	44	45	46	47	48	49	50	51
146 Battle Creek College*	\$20	\$24	0	0	0	0	\$75,000	\$0	\$3,000	\$0	\$0	\$0	June 26.
147 Grand Traverse College.	0	24	6,100	1,000	200	0	*40,000	*10,000	*800	0	0	*13,000	June 20.
148 Hillsdale College.	60	24	3,200	300	200	0	150,000	55,000	9,000	0	0	0	June 26.
149 Hope College.	18	24	2,850	300	200	0	300,000	55,000	4,000	0	0	0	June 26.
150 Kalamazoo College.	21	24	5,050	900	51	750	100,000	118,528	4,200	1,750	0	15,000	June 19.
151 Olivet College.	21	24	5,050	900	51	750	100,000	118,528	4,200	1,750	0	15,000	June 20.
152 Augsburg Seminary, Greek department.	20	14	5,050	900	51	750	100,000	118,528	4,200	1,750	0	15,000	May 7.
153 Macalester College.	60	24	12,000	3,000	900	0	185,000	353,990	18,843	0	19,000	0	June 6.
154 University of Minnesota.	18-24	24	3,192	2,000	172	210	71,136	83,270	7,978	5,026	0	65,600	June 19.
155 Carleton College.	18-24	24	2,816	1,850	1,810	0	1,000	50,000	1,500	0	0	0	June 27.
156 St. John's College.	20-60	24	2,000	500	1,500	0	50,000	50,000	3,600	0	0	0	June 27.
157 Mississippi College.	40	24	3,350	75	25	0	8,000	5,000	3,130	0	30,000	0	May 29.
158 Shaw University.	0	24	6,000	250	600	2,500	350,000	0	0	0	30,000	0	June 27.
159 University of Mississippi.	0	14	5,000	250	34	0	138,405	0	0	0	4,321	0	June 19.
160 Alcorn University.	0	14	5,000	250	34	0	138,405	0	0	0	4,321	0	June 19.
161 St. Vincent's College.	20	14	10,000	1,000	0	3,000	4375,000	0	623,467	0	0	430,000	June 7.
162 University of the State of Missouri*	50	24	3,400	500	500	0	50,000	54,000	4,000	0	0	0	June 19.
163 Central College.	35-40	24	3,500	500	500	0	50,000	8,000	3,500	0	0	0	June 8.
164 Lewis College.	20-50	34	350	25	40	0	50,000	70,000	5,000	0	0	0	June 7.
165 Pritchett School Institute*	40	34	350	25	40	0	50,000	70,000	5,000	0	0	0	June 7.
166 Lincoln College.	40	34	350	25	40	0	50,000	70,000	5,000	0	0	0	June 7.
167 Woodland College.	38	34	1,500	0	100	0	30,000	60,000	3,400	0	0	0	May 24.
168 La Grange College.	40	4	800	100	100	0	12,000	0	1,500	0	0	0	June 18.
169 William Jewell College.	10-32	4	20,000	1,000	0	400	130,000	0	26,700	0	0	0	June 1.
170 Baptist College.	40	4	20,000	1,000	0	400	130,000	0	26,700	0	0	0	Last Friday.
171 Christian Brothers' College*	40	4	20,000	1,000	0	400	130,000	0	26,700	0	0	0	June 22.
172	40	4	20,000	1,000	0	400	130,000	0	26,700	0	0	0	June 22.

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	24	27	3	4,500	1,000	500	1,000	25	75	0	0	60,000	24,000	1,200	3,000	May.
Geneva College	24	27	3	1,000	500	1,000	1,000	25	75	0	0	60,000	24,000	1,200	3,000	May.
Willoughby College	24	27	3	1,000	500	1,000	1,000	25	75	0	0	60,000	24,000	1,200	3,000	June 21.
Winnington College	24	27	3	1,000	500	1,000	1,000	25	75	0	0	60,000	24,000	1,200	3,000	June 20.
University of Wooster	24	27	3	1,000	500	1,000	1,000	25	75	0	0	60,000	24,000	1,200	3,000	June 20.
Wilberforce University	24	27	3	1,000	500	1,000	1,000	25	75	0	0	60,000	24,000	1,200	3,000	June 20.
Kenia College	24	27	3	1,000	500	1,000	1,000	25	75	0	0	60,000	24,000	1,200	3,000	June 20.
Antioch College	24	27	3	1,000	500	1,000	1,000	25	75	0	0	60,000	24,000	1,200	3,000	June 20.
Corvallis College	24	27	3	1,000	500	1,000	1,000	25	75	0	0	60,000	24,000	1,200	3,000	June 20.
University of Oregon	24	27	3	1,000	500	1,000	1,000	25	75	0	0	60,000	24,000	1,200	3,000	June 20.
McMinnville College	24	27	3	1,000	500	1,000	1,000	25	75	0	0	60,000	24,000	1,200	3,000	June 20.
Christian College	24	27	3	1,000	500	1,000	1,000	25	75	0	0	60,000	24,000	1,200	3,000	June 20.
Philomath College	24	27	3	1,000	500	1,000	1,000	25	75	0	0	60,000	24,000	1,200	3,000	June 20.
Williamette University	24	27	3	1,000	500	1,000	1,000	25	75	0	0	60,000	24,000	1,200	3,000	June 20.
Muhlenberg College	24	27	3	1,000	500	1,000	1,000	25	75	0	0	60,000	24,000	1,200	3,000	June 20.
Lebanon Valley College	24	27	3	1,000	500	1,000	1,000	25	75	0	0	60,000	24,000	1,200	3,000	June 20.
Dickinson College	24	27	3	1,000	500	1,000	1,000	25	75	0	0	60,000	24,000	1,200	3,000	June 20.
Pennsylvania Military Academy	24	27	3	1,000	500	1,000	1,000	25	75	0	0	60,000	24,000	1,200	3,000	June 20.
Lafayette College	24	27	3	1,000	500	1,000	1,000	25	75	0	0	60,000	24,000	1,200	3,000	June 20.
Ursinus College	24	27	3	1,000	500	1,000	1,000	25	75	0	0	60,000	24,000	1,200	3,000	June 20.
Pennsylvania College	24	27	3	1,000	500	1,000	1,000	25	75	0	0	60,000	24,000	1,200	3,000	June 20.
Thiel College	24	27	3	1,000	500	1,000	1,000	25	75	0	0	60,000	24,000	1,200	3,000	June 20.
Haverford College	24	27	3	1,000	500	1,000	1,000	25	75	0	0	60,000	24,000	1,200	3,000	June 20.
Monongahela College	24	27	3	1,000	500	1,000	1,000	25	75	0	0	60,000	24,000	1,200	3,000	June 20.
Franklin and Marshall College	24	27	3	1,000	500	1,000	1,000	25	75	0	0	60,000	24,000	1,200	3,000	June 20.
St. Vincent's College	24	27	3	1,000	500	1,000	1,000	25	75	0	0	60,000	24,000	1,200	3,000	June 20.
University at Lewisburg	24	27	3	1,000	500	1,000	1,000	25	75	0	0	60,000	24,000	1,200	3,000	June 20.
St. Francis College	24	27	3	1,000	500	1,000	1,000	25	75	0	0	60,000	24,000	1,200	3,000	June 20.
Allegheny College	24	27	3	1,000	500	1,000	1,000	25	75	0	0	60,000	24,000	1,200	3,000	June 20.
Mercersburg College	24	27	3	1,000	500	1,000	1,000	25	75	0	0	60,000	24,000	1,200	3,000	June 20.
New Castle College	24	27	3	1,000	500	1,000	1,000	25	75	0	0	60,000	24,000	1,200	3,000	June 20.
Westminster College	24	27	3	1,000	500	1,000	1,000	25	75	0	0	60,000	24,000	1,200	3,000	June 20.
St. Joseph's College	24	27	3	1,000	500	1,000	1,000	25	75	0	0	60,000	24,000	1,200	3,000	June 20.
University of Pennsylvania	24	27	3	1,000	500	1,000	1,000	25	75	0	0	60,000	24,000	1,200	3,000	June 20.
Western University of Pennsylvania	24	27	3	1,000	500	1,000	1,000	25	75	0	0	60,000	24,000	1,200	3,000	June 20.
Lehigh University	24	27	3	1,000	500	1,000	1,000	25	75	0	0	60,000	24,000	1,200	3,000	June 20.
Swarthmore College	24	27	3	1,000	500	1,000	1,000	25	75	0	0	60,000	24,000	1,200	3,000	June 20.
Angustian College of St. Thomas of Villanova	24	27	3	1,000	500	1,000	1,000	25	75	0	0	60,000	24,000	1,200	3,000	June 20.
Washington and Jefferson College	24	27	3	1,000	500	1,000	1,000	25	75	0	0	60,000	24,000	1,200	3,000	June 20.
Waynesburg College	24	27	3	1,000	500	1,000	1,000	25	75	0	0	60,000	24,000	1,200	3,000	June 20.
Brown University	24	27	3	1,000	500	1,000	1,000	25	75	0	0	60,000	24,000	1,200	3,000	June 20.
College of Charleston	24	27	3	1,000	500	1,000	1,000	25	75	0	0	60,000	24,000	1,200	3,000	June 20.
University of South Carolina	24	27	3	1,000	500	1,000	1,000	25	75	0	0	60,000	24,000	1,200	3,000	June 20.
Erskine College	24	27	3	1,000	500	1,000	1,000	25	75	0	0	60,000	24,000	1,200	3,000	June 20.
Burnside University	24	27	3	1,000	500	1,000	1,000	25	75	0	0	60,000	24,000	1,200	3,000	June 20.
Newberry College	24	27	3	1,000	500	1,000	1,000	25	75	0	0	60,000	24,000	1,200	3,000	June 20.

From Report of the Commissioner of Education for 1876. ^a Free to one student from each county. ^b Includes contingent fees. ^c Free to residents; \$60 for non-residents. ^d This is a public library, but is also the university library. ^e From city appropriation. ^f Also \$175,000 not yet productive. ^g From Report for 1876. ^h Board and tuition. ⁱ A farm of 67 acres and Mechanics Hall. ^j Not all productive at present. ^k Includes special funds. ^l Board and room. ^m To Agricultural College. ⁿ Includes board, tuition, and incidental expenses. ^o \$60 contingent fee. ^p From contingent fees. ^q Includes board, room-rent, and fuel. ^r The income is used in aiding students. ^s Rents from lands. ^t Paid by State.

TABLE IX.—Statistics of universities and colleges for 1877, &c.—Continued.

Name.	Annual charge to each student for tuition.	Cost of board per week.	Libraries.				Property, income, &c.						Date of next com- mencement.
			College library.			Number of volumes in society libraries.	Value of grounds, build- ings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
			Number of volumes.	Number of pam- phlets.	Increase in the last collegiate year in books.								
1	39	40	41	42	43	44	45	46	47	48	49	50	51
Wofford College	\$44, 64	\$3-4					\$10, 000	\$40, 000	\$4, 500	\$3, 000	\$0	\$0	June 12.
East Tennessee Wesleyan Univer- sity.	24-36	1-24	2, 000			500							June 5.
Beech Grove College.	50	24					3, 500						June 21.
Bradyville College.	40, 50						12, 500	20, 000	1, 200	1, 800	0		June 7.
King College	70	44	1, 000			2, 000	75, 000	100, 000	6, 000	4, 000	0	0	June 30.
Southwestern Presbyterian Univer- sity.													June 6.
Hillman College	25-40	24	1, 627				15, 000	44, 000	2, 500	4, 000			June 19.
Southwestern Baptist University.	50-60	21-34					150, 000			2, 000			June 6.
East Tennessee University	30, 36	24	2, 325	75	563	1, 000	135, 000	240, 000	23, 910	2, 000	0	0	June 4-7.
Cumberland University	65	24	4, 000			3, 000	50, 000			6, 000			July 29.
Bethel College	16-50	2-23	335			200	15, 000			2, 500			May 30.
Manchester College	40	30					4, 800			600			June 24.
Maryville College	30	1-2	2, 500	500			60, 000	13, 300	798	2, 000			June 1.
Christian Brothers' College	62-72		2, 000	250			2, 500						May 16.
Mosheim Institute	15-30	2	0	0	0	100				2, 500			May 23.
Mosley Creek Baptist College	40	14	500	700		200	50, 000	10, 000	350	949	0	0	May 31.
Central Tennessee College	9	14	1, 250	350	125	150	+175, 000	0	0	0		25, 000	August 1.
Fisk University	11	24	1, 500				450, 000	600, 000	42, 000	14, 500	0	12, 070	April 19.
Vanderbilt University	665	4-5	7, 000	500			150, 000	1, 000	60				June 12.
University of the South	100	4	6, 000	1, 000			10, 000		0	7, 500	0	0	September 1.
Greenville and Tusculum College.	8-30	2-24	2, 000	1, 000	40	2, 000	70, 000	0	0	1, 200			June 11.
Woodbury College	16-40	2-24	1, 200	300	50	250	20, 000			3, 200			
Texas Military Institute.	75	2-24	1, 200	300									
Southwestern University	60	34	800	300		175							

	50	2	300	1,000	10,000	18,000	5,000	June 20.
317 Henderson Male and Female College.	50	2	300	1,000	10,000	18,000	5,000	June 20.
318 Austin College.	50	4	3,000	1,000	7,000	1,500	1,000	June 20.
319 Baylor University.	50	24	1,250	400	75,000	35,000	2,000	June 14.
320 Mansfield Male and Female College.	20-60	c100	3,000	1,000	35,000	0	0	September 2.
321 Salado College.	20-50	3			25,000	0	0	June 28.
322 Trinity University.	40-60	24-31			75,000	10,000	0	June 12.
323 Waco University.	15-25	4	2,033	75	35,000	2,000	0	June 14.
324 Universal of Vermont and State	45	3-4	13,500	6,000	244,100	29,250	4,500	June 26.
325 Middlebury College.	45	34	12,200	55	125,000	176,000	600	July 2.
326 Norwich University.	c200		4,000		25,000	19,700	10,800	June 26.
327 Randolph Macon College.	90	24	3,000	50	50,000	85,000	0	June 30.
328 Hampden Sidney College.	60	3-4	2,000	300	5,000	5,000	0	June 13.
329 Washington and Lee University.*	100		2,000	100	150,000	125,000	4,997	June 27.
330 Richmond College.	60-80	2-24	11,100	2,000	150,000	106,000	0	June 30.
331 Roanoke College.	50	24-31	10,500	300	75,000	0	0	June 27.
332 University of Virginia.	75-110	2-5	57,000	100	900,562	35,000	18,094	June 27.
333 College of William and Mary.	40	2-5	5,000	100	75,000	37,000	3,390	June 27.
334 Bethany College.*	740	2-5	2,000	3,000	150,000	0	0	June 27.
335 West Virginia College.	24, 40	2-31	2,500	36	15,000	0	0	July 11.
336 West Virginia University.	24, 18	24-31	5,500	500	125,000	110,000	1,000	June 27.
337 Iowa University.	6254-374	90-2	8,400	1,112	40,000	65,000	62,700	June 26.
338 Reider College.	26, 27	3	9,000	465	91,000	130,000	10,500	July 2.
339 Greenville University.*	0	2-31	4,000	80	20,000	15,000	1,300	June 28.
340 University of Wisconsin.	24-33	24-3	8,112	850	350,000	445,000	32,500	June 19.
341 Milwau College.	40		900	500	41,650	5,000	0	July 2.
342 St. John's College.	c427		3,500	500	80,000	0	0	June 28.
343 Ripon College.	21-24	24	1,814	50	175,000	55,000	448,085	June 26.
344 Northwestern University.*	60	6	4,000	100	65,000	0	0	June 27.
345 Georgetown College.	60		3,000	250	50,000	0	0	June 27.
346 Columbia University.	12		3,000	1,000	300,000	100,000	4,310	June 12.
347 Howard University.	12	2, 10	3,000		400,000	40,000	0	May.
348 National Deaf-Mute College.	k150	4	2,507		(t)	0	0	June 19.
349 University of Deseret.	40		500	420			2,500	June 7.
350 Holy Angels' College.	24	15					0	June.

* From Report of the Commissioner of Education for 1876.
 † From board, tuition, and incidental fees.
 ‡ From academic department.
 § Board and tuition.
 ¶ See Columbia Institution for Deaf and Dumb, Table XIX.
 * For all expenses.
 † Tuition free to ministers' sons and to young men preparing for the ministry.
 ‡ Includes room rent.
 § From State tax.

TABLE IX.—*Memoranda.*

Name.	Location.	Remarks.
North Western Christian University.....	Irrington, Ind.....	Name changed to Butler University.
Warren College.....	Bowling Green, Ky.....	Closed.
St. Clement's Hall.....	Ellicott City, Md.....	Closed.
Hamline University.....	Near Minneapolis, Minn.....	Suspended.
Hannibal College.....	Hannibal, Mo.....	Closed.
Wilson College.....	Wilson, N. C.....	See Wilson Collegiate Institute, Table VI.
Newberry College.....	Walhalla, S. C.....	Removed to Newberry.
McKenzle College.....	McKenzle, Tenn.....	See Table VII.

Colleges from which no information has been received.

Name.	Location.	Name.	Location.
La Grange College.....	La Grange, Ala.	St. Louis College.....	New York, N. Y.
Christian College of the State of California.....	Santa Rosa, Cal.		(228-232 W. 43d st.)
St. Bonaventure's College.....	Terre Haute, Ind.	Capital University.....	Columbus, Ohio.
Kentucky Wesleyan University.....	Millersburg, Ky.	Ohio Central College.....	Iberia, Ohio.
Central University.....	Richmond, Ky.	Richmond College.....	Richmond, Ohio.
College of the Immaculate Conception.....	New Orleans, La.	Pacific University and Tualatin Academy.....	Forest Grove, Oreg.
New Orleans University.....	New Orleans, La.	Lincoln University.....	Chester County, Pa.
Mt. St. Mary's College.....	Emmitsburg, Md.	La Salle College.....	Philadelphia, Pa.
Jefferson College.....	Washington, Miss.	Burritt College.....	Spencer, Tenn.
Christian University.....	Canton, Mo.	University of St. Mary.....	Galveston, Tex.
Westminster College.....	Fulton, Mo.	Marvin College.....	Waxahachie, Tex.
Thayer College.....	Kidder, Mo.	Emory and Henry College.....	Emory, Va.
Alfred University.....	Alfred, N. Y.	Pio Nono College and Teachers' Seminary.....	St. Francis Station, Wis.
Martin Luther College.....	Buffalo, N. Y.	Gonzaga College.....	Washington, D. C.

TABLE X.—PART 1.—Statistics of schools of science (mining, engineering, agriculture, &c.) endowed with the national land grant, for 1877; from replies to inquiries by the United States Bureau of Education.

1	Name.	Location.	Date of charter.	Date of organization.	President.	Scientific department.											
						Preparatory department.		Corps of instruction.		Students.							
						Instructors.		Resident professors and lecturers.	Non-resident professors and lecturers.	Total number in regular course.		First year.		Second year.		Third year.	
						Male.	Female.			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
1	State Agricultural and Mechanical College, Auburn, Ala.	Auburn, Ala.	1872	1872	Rev. Isaac T. Tichenor, D. D.	6	7	9	10	11	12	13	14	15	16	17	18
2	Arkansas Industrial University, Fayetteville, Ark.	Fayetteville, Ark.	1871	1871	Gen. D. H. Hill	3	100	60	12	0	84	30	15	16	5	13	1
3	Agricultural, Mining, and Mechanical College (University of California), Oakland, Cal.	Oakland, Cal.	1868	1868	John Le Conte, M. D.	0	0	0	31	2	126	46	0	48	0	17	0
4	Colorado Agricultural College, New Haven, Conn.	—, Colo.	1701	1846	Rev. Noah Porter, D. D., LL. D.	0	0	0	32	0	188	79	63	52	12	30	12
5	Sheffield Scientific School of Yale College, New Haven, Conn.	New Haven, Conn.	1867	1870	William H. Furnell, A. M., LL. D.	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)
6	Agricultural Department of Delaware College, Newark, Del.	Newark, Del.	1867	1870	William H. Furnell, A. M., LL. D.	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)
7	State Agricultural College, Eau Gallie, Fla.	Eau Gallie, Fla.	1872	1872	L. H. Charbonnier, A. M.	9	16	9	61	16	20	15	10	15	10	15	10
8	Georgia State College of Agriculture and Mechanic Arts (University of Georgia), North Georgia Agricultural College (University of Georgia), Athens, Ga.	Dahlonega, Ga.	1871	1873	Hon. David W. Lewis	5	165	34	6	2	137	42	11	35	6	28	3
9	Illinois Industrial University, La Fayette, Ind.	Urbana, Ill.	1867	1868	J. M. Gregory, LL. D.	1	107	14	24	0	227	69	20	44	8	31	11
10	Purdue University, Ames, Iowa	La Fayette, Ind.	1869	1874	Emerson E. White, A. M.	40	9	7	0	16	8	0	6	0	1	0	1
11	Iowa State Agricultural College, Manhattan, Kans.	Ames, Iowa	1858	1869	A. S. Welch, LL. D.	0	0	0	15	0	273	107	47	43	17	32	8
12	Kansas State Agricultural College, Manhattan, Kans.	Manhattan, Kans.	1863	1863	John A. Anderson	11	140	22	18	1	140	22	18	52	22	6	8
13																	
14																	

^a From Report of the Commissioner of Education for 1876.

^b Reported with classical department (see Table IX).

^c Not yet organized.

TABLE X.—PART 1.—Statistics of schools of science (mining, engineering, agriculture, &c.) endowed with the national land grant, for 1877.—Continued.

Name.	Location.	Date of charter.	Date of organization.	President.	Preparatory department.		Scientific department.														Number of graduate stu- dents.
					Instructors.	Stu- dents.	Corps of instruction.	Students.													
								Resident professors and instructors.	Non-resident professors and lecturers.	Total number in regular course.	First year.		Second year.		Third year.		Fourth year.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
Agricultural and Mechanical Col- lege of Kentucky (Kentucky University).	Lexington, Ky.....	1865	1866	J. B. Bowman, LL.D. (regent), J. K. Patterson, Ph.D. (pre- siding officer).	3	.....	.....	8	110	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Maine State College of Agricul- ture and Mechanic Arts.	Orono, Me.....	1865	1868	Rev. Charles F. Allen, D. D..	.....	.....	.....	8	104	27	7	27	3	25	3	11	1	10	4	.....
United States Naval Academy...	Annapolis, Md.....	0	1845	Rear-Admiral C. R. P. Rod- gers, U. S. N. (superintend- ent).	0	0	0	67	0	360	150	0	92	0	68	0	50	0	0	0	
Maryland Agricultural College...	College Station, Md	1836	1859	William H. Parker.....	0	13	0	6	0	41	0	0	0	0	11	0	20	0	5	0	
Massachusetts Agricultural Col- lege.	Amherst, Mass...	1863	1867	William S. Clark, Ph.D., LL.D.	0	0	0	9	3	69	23	.....	16	10	.....	20	.....	.....	3	3
Massachusetts Institute of Tech- nology.	Boston, Mass.....	1861	1865	John D. Runkle, Ph.D., LL.D.	66	645	60	35	0	6275	65	0	26	0	44	0	27	0	59	9	
Michigan State Agricultural Col- lege.	Lansing, Mich.....	.....	1857	T. C. Abbot, LL.D.....	0	0	0	8	0	141	56	2	38	0	30	0	15	0	12	1
Colleges of Agriculture and of Mechanic Arts (University of Minnesota).	Minneapolis, Minn	1868	1867	William Watts Folwell, A. M.	.....	.....	.....	.....	4	(c)	.....	(c)	.....	.....	.....	.....	.....	.....	.....	.....
School of Agriculture and Me- chanic Arts (University of Mississippi).	Oxford, Miss.....	1844	1848	Alexander P. Stewart (chan- cellor).	(d)	(d)	.....	(d)	0	(d)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Agricultural and Mechanical De- partment of Alcorn University.	Rodney, Miss.....	1871	1872	Rev. Hiram R. Revels, D. D.	2	17	.....	(d)	0	0	.....	.....	.....	.....	.....	.....	.....	.....	0	0
Missouri Agricultural and Me- chanical College (University of Missouri).	Columbia, Mo.....	1870	1870	G. C. Swallow, LL.D. (dean).	2	0	0	.....	32	30	0	2	0	0	0	0	0	0	0	0

	1870	1871	R. W. Douthat, A. M., PH. D. (secretary).	1	10	16	3	4	2	4	1	1
25 Missouri School of Mines and Metallurgy (University of Missouri).		1871	Rev. E. E. Fairfield, D. D., LL. D.	0	0	0	5	0	13	9	1	
26 The Industrial College of the University of Nebraska.*		1874	D. R. Seesions									
27 College of Agriculture (University of Nevada).		1896	Rev. Samuel C. Bartlett, D. D.				12	24	8	13		
28 New Hampshire College of Agriculture and the Mechanic Arts* (Dartmouth College).		1895	Rev. William D. Campbell, D. D.	0	0	0	11	0	41	12	8	5
29 Engle's Scientific School (Butler College).		1895	Hon. A. D. White, LL. D.	0	0	0	40	2	201	68	4	39
30 Colleges of Agriculture, Architecture, Chemistry, Mechanic Arts, &c.* (Cornell University).		1892	Maj. Gen. John M. Schofield, U. S. A. (superintendent).				47	0	264	86	65	48
31 United States Military Academy.		1875	Hon. Kemp P. Battle	0	0	0	11	1	75	38	15	12
32 Agricultural and Mechanical College (University of North Carolina).		1870	Edward Orton, PH. D.	0	0	0	12	0	49	20	1	16
33 Ohio Agricultural and Mechanical College.*		1898	B. L. Arnold.				4	49			3	100
34 Corvallis State Agricultural College.		1854	Rev. James Calder, D. D.	3	71	22	11	57	20	2	12	4
35 Pennsylvania State College.		1889	Rev. E. G. Robinson, D. D., LL. D.				(e)	0	43	14	10	8
36 Agricultural and Scientific Department of Brown University.		1872	Rev. Edward Cooke, M. A., D. D.	(f)	(f)	(f)	3	37	20	10	5	2
37 South Carolina Agricultural College and Mechanics' Institute (Chadler University).		1869	Rev. Thomas W. Humes, S. T. D.	(d)	(d)	(d)	(d)	0	(d)			(e)
38 Tennessee Agricultural College (East Tennessee University.)		1871	Thomas S. Gathright					631				
39 State Agricultural and Mechanical College of Texas.		1895	Rev. M. H. Buckham, D. D.	0	0	0	8	1	15	6	0	4
40 University of Vermont and State Agricultural College.		1872	C. L. C. Minor, M. A., LL. D.	1			8	0	224			0
41 Virginia Agricultural and Mechanical College.		1870	S. C. Armstrong (principal).	3	(g)	(g)	(g)	0	(h)			0
42 Hampton Normal and Agricultural Institute.		1896	Rev. J. R. Thompson, M. A.	3	50		10	44	20	16	2	6
43 Agricultural department of West Virginia University.		1838	John Bascom, LL. D.					49		46	43	41
44 Departments of Civil and Mechanical Engineering and Military Science (University of Wisconsin).												

* From Report of the Commissioner of Education for 1876. a Mechanic arts department. b Number of students in all departments. c Students in these classes pursue the scientific course of the collegiate department up to the beginning of the junior year. d Reported with classical department (see Table IX). e One professorship of agriculture with instruction in "mechanic arts" from other professors. f See Table VII. g See Table III. h Students in civil or mechanical engineering, or in both branches.

[illegible]

r From Report of the Commissioner of Education for 1876.
s All are free.
t Reported with classical department (see Table IX).
u For a building for the mining and metallurgical departments.
v From Report for 1875.
w Not yet organized.
x Including the library of the university.
y The library is increased every year by means of a fee of \$6 required of each student at matriculation; for 1877, the sum of \$350 was devoted to this purpose.

TABLE X.—PART 2.—Statistics of schools and of collegiate departments of science (mining, engineering, &c.) not endowed with the national land grant, for 1877; from replies to inquiries by the United States Bureau of Education.

	Name.	Location.	Date of charter.	Date of organization.	President.	Preparatory department.		Corps of instruction.		Scientific department.										
						Students.		Resident professors and instructors.	Non-resident professors.	Total number in regular course.	First year.		Second year.		Third year.		Fourth year.		Number in partial course.	Number of graduate students.
						Male.	Female.				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1	School of Practical Civil, Mining, and Mechanical Engineering, Surveying, and Drawing, Agricultural College of Colorado ^a	San Francisco, Cal. (24 Post street), Fort Collins, Colo.	0	1862	A. Van der Naillen.....	6	5	9	10	11	12	13	14	15	16	17	18	19	20	21
2	State School of Mines	Golden, Colo.....	1872	1873	W. F. Watrous (president State board of agriculture), Hon. William A. H. Love, land.	14	0	3	1	14	10	4	0	0	0	0	0	2	0	0
3	Rose Polytechnic Institute ^a	Terre Haute, Ind.....	1874	0	William K. Edwards (secretary), F. C. Vogt, m. d.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	Polytechnic Institute.....	New Orleans, La.....	.....	.....	.....	.....	.....	.....	.....	20	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5	College of Agriculture (Boston University). ^b	Boston, Mass.....	1869	1874	John W. Lindsay, s. t. d. (acting dean), Henry L. Eustis, A. M. (dean), Francis H. Storer, A. M. (dean), Charles O. Thompson, A. M. (principal), C. M. Woodward, A. M. (dean), Rev. Samuel C. Bartlett, D. D., LL. D.	0	0	26	.....	15	3	3	9	.....	.....	.....	.....	7	.....	.....
6	School of all Sciences (Boston University). ^c	Boston, Mass. (29 Beacon street), Cambridge, Mass.....	1842	1848	.....	0	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
7	Lawrence Scientific School (Harvard University). ^d	Jamaica Plain, Mass.....	.....	1871	.....	.....	.....	4	2	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
8	Bussey Institution (Harvard University). ^e	Worcester, Mass.....	1865	1868	.....	.....	.....	11	1	487	27	24	19	.....	.....	.....	.....	2	.....	.....
9	Worcester Free Institute of Industrial Science, Polytechnic School of Washington University. ^f	St. Louis, Mo.....	1853	1857	.....	0	.....	13	0	37	18	5	1	8	0	5	0	4	1	1
10	Chandler Scientific Department of Dartmouth College. ^g	Hanover, N. H.....	1769	1862	.....	0	0	18	0	69	15	19	23	12	.....	.....	.....	5	1	1

TABLE X.—PART 2.—Statistics of schools and of collegiate departments of sciences (mining, engineering, &c.) not endowed, &c.—Continued.

1	Name.	Libraries.				Property, income, &c.									Date of next commencement.	
		Number of State scholarships.	Number of other free scholarships.	Number of years in full course of study.	Number of weeks in scholastic year.	Annual charge to each student for tuition.	General library.			Number of volumes in society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		Receipts for the last year from State appropriation.
							Number of volumes.	Number of pamphlets.	Increase in the last school year in books.							
22	23	24	25	26	27	28	29	30	31	32	33	34	35	36		
1	School of Practical Civil, Mining and Mechanical Engineering, Surveying and Drawing.	2		\$300												
2	Agricultural College of Colorado	4	40	(b) 0	110	75	24	0	\$5,000	\$0						
3	State School of Mines	0	0					0	2,500	250,000	15,000	\$137	\$1,750	June 21.		
4	Rose Polytechnic Institute	0	0						135,000			0	0			
5	Polytechnic Institute															
6	College of Agriculture (Boston University)															
7	School of all Sciences (Boston University)															
8	Lawrence Scientific School (Harvard University)	4	37	150	3,000				738,435	739,835	5,503	5,503	June 28.			
9	Buassay Institution (Harvard University)	0	3	150	(2,000)				719,893		4,405	4,405	July 10.			
10	Worcester Free Institute of Industrial Science	20	3	42	1,000	1,000	150		150,000	25,000	1,500	1,500	June 13.			
11	Polytechnic School of Washington University	0	4	100	1,000				80,000		8,000	8,000	June 13.			
12	Chandler Scientific Department of Dartmouth College	0	4	60	100				100,000	100,000	8,000	8,000	June 27.			
13	Thayer School of Civil Engineering (Dartmouth College)	2	35-40	60	2,000		30		44,000	55,000	3,800	240	0			
14	Stevens Institute of Technology	0	20	150	(5,000)		200	50	500,000	24,355	13,567	0	0	June 27.		
15	John C. Green School of Science (College of New Jersey)	4	37	120					130,000	500,000	14,000	4,800	0	June 21.		
16	Cooper Union Free Night Schools of Science and Art.	0	5	28	0			0	*2,000,000	0	0	0	0	May 31.		
17	School of Mines of Columbia College	0	4	87	200	7,000	186	(j)	(j)	(j)	(j)	30,770	(j)	June 12.		
18	Scientific Department, University of the City of New York.	(i)	4	0	(j)	(j)	(j)	(j)	(j)	(j)	(j)	(j)	(j)	June 21.		
19	Engineering School of Union College	0	4	100	(j)	(j)	(j)	(j)	(j)	(j)	(j)	(j)	(j)	June 26.		
20	Massachusetts Polytechnic Institute	0	4	100	2,000				2100,000	0	0	0	0	June 13.		
21	Scientific Department of Williams College	0	4	30	200											

28	Scientific Department of Villanova College																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
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e A department for elective graduate study only.

Total income from all sources.

To non-residents only.

Value of apparatus.

Eighty-two students attended free of tuition.

Reported with classical department (Table IX).

All instruction suspended during the year 1877.

Includes endowment property.
Form Report for 1875

\$10,000 was a special appropriation from Report for 1875.

a \$10,000 was a special appropriation.

TABLE X.—Memoranda.

Name.	Location.	Remarks.
PART 1.		
Agricultural and Mechanical College of Louisiana	New Orleans, La.	United with Louisiana State University, under the name of Louisiana State University and Agricultural and Mechanical College (see Table IX).
PART 2.		
Mineral Institute	Colorado Springs, Colo. .	No information received.

TABLE XI.—Statistics of schools of theology for 1877; from replies to inquiries by the United States Bureau of Education.

Name.	Location.	Date of charter.	Date of organization.	Denomination.	President.	Corps of instruction.			
						Resident professors and instructors.	Non-resident professors and lecturers.	Endowed professorships.	
1	2	3	4	5	6	7	8	9	
1 Theological department of Talhedge College	Talhedge, Ala.	1870	1870	Congregational	Rev. Edward P. Lord, A. M.	2	6	2	
2 Pacific Theological Seminary	Oakland, Cal.	1869	1869	Congregational	Rev. J. A. Benton, D. D. (senior professor).	4	7	0	
3 San Francisco Theological Seminary	San Francisco, Cal.	1873	1871	Presbyterian	Rev. W. A. Scott, D. D., LL. D.	4	4	0	
4 Theological Institute of Connecticut	Hartford, Conn.	1834	1834	Congregational	Rev. William Thompson, D. D. (senior professor).	6	1	4	
5 Berkeley Divinity School	Middletown, Conn.	1854	1854	Prot. Episcopal	Rt. Rev. J. Williams, D. D., LL. D. (dean).	7	4	4	
6 Yale Divinity School	New Haven, Conn.	1701	1822	Congregational	Rev. Noah Porter, D. D., LL. D.	2	0	0	
7 Augusta Institute	Augusta, Ga.	0	1869	Baptist	Rev. Joseph T. Robert, LL. D.	2	0	0	
8 Theological department of Mercer University	Macon, Ga.			Baptist	Rev. Archibald J. Battle, D. D.				
9 Theological department of Illinois Wesleyan University	Bloomington, Ill.	1850	1875	Methodist	Rev. W. H. Adams, D. D.				
10 Theological department of Blackburn University	Carlinville, Ill.	1857	1859	Presbyterian	Rev. E. L. Hurd, D. D.	4			
11 Baptist Union Theological Seminary	Chicago, Ill. (Morgan Park)	1865	1867	Baptist	Rev. George W. Northrup, D. D.	6	0	5	
12 Chicago Theological Seminary	Chicago, Ill. (cor. Ashland and Warren aves.)	1855	1858	Congregational	Rev. Franklin W. Fisk, D. D. (senior professor).	6	0	0	
13 Presbyterian Theological Seminary of the North-west	Chicago, Ill. (1060 N. Halstead st.)	1858	1859	Presbyterian	Rev. L. J. Halsey, D. D. (secretary)	5	0	4	
14 Bible department of Eureka College	Eureka, Ill.	1855	1864	Christian	H. W. Everett, A. M.	2	0	0	
15 Garrett Biblical Institute	Evanston, Ill.	1855	1856	Meth. Episcopal	Rev. Henry Bannister, D. D. (senior professor).	5	5	5	
16 Theological department of Lincoln University*	Lincoln, Ill.	1865	1874	Cumb. Presb.	Rev. A. J. McGilchrist, D. D.	5		3	
17 Wartburg Seminary	Mendota, Ill.	1875	1883	Ev. Lutheran	Rev. Prof. Sigism. Erbschöl.	8			
18 Jubilee College	Robin's Nest, Ill.	1849	1839	Prot. Episcopal	Rt. Rev. William E. McLaren, S. T. D.		0		
19 Augustana Theological Seminary	Rock Island, Ill.	1865	1863	Ev. Lutheran	Rev. T. N. Haase, D. D.	3	0	0	
20 Concordia College	Springfield, Ill.	1853	1874	Ev. Lutheran	Prof. A. Graemer	3	0	0	
21 Theological department of Shurtleff College	Upper Alton, Ill.	1835	1827	Baptist	Rev. A. A. Kendrick, D. D.	3		2	
22 St. Meinrad's Theological Seminary	St. Meinrad, Ind.	1855	1860	Roman Catholic	Rt. Rev. Martin Marty, O. S. B. (abbot).	4		3	
23 Theological department of Grinnell College	Davenport, Iowa	1859	1860	Prot. Episcopal	Rt. Rev. William Stevens Perry, D. D., LL. D. (ex officio).	4	2	3	

STATISTICAL TABLES.

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No.	Name of Institution	Location	Year	Denomination	Faculty	Students	Faculty	Students
26	German Presbyterian Theological School of the Northwest	Northwest	1861	Presbyterian	Rev. J. Wood Jensen (senior professor)	0	4	1
27	Bible department of Oaklona College	Oaklona, Iowa	1865	Christian	G. T. Carpenter, A. M.	2	2	4
28	Kansas Theological School	Topeka, Kans.	1874	Prot. Episcopal	Rev. Thomas H. Vall, D. D., LL. D.	2	2	0
29	Deaerville Theological Seminary	Deaerville, Ky.	1874	Presbyterian	Rev. Stephen Yerkas, D. D. (senior professor)	4	0	4
30	Western Baptist Theological Institute	Georgetown, Ky.	1840	Baptist	Rev. Basil Manly, Jr., D. D.	4	1	1
31	The College of the Bible	Lexington, Ky.	1878	Christian	Robert Graham, A. M.	4	1	1
32	Southern Baptist Theological Seminary	Louisville, Ky.	1875	Baptist	Rev. James P. Boyce, D. D., LL. D.	4	1	1
33	Theological Seminary of the Protestant Episcopal Church in the Diocese of Kentucky	Louisville, Ky.	1855	Prot. Episcopal	Rev. Louis P. Tschiffely (librarian)	4	1	1
34	School of Theology in Bethel College	Russellville, Ky.	1867	Baptist	Rev. W. W. Gardner, D. D. (senior professor)	4	1	1
35	Thomson Biblical Institute (New Orleans University)	New Orleans, La.	1873	Meth. Episcopal	Rev. R. Knoch Pond, D. D.	4	0	4
36	Bangor Theological Seminary	Bangor, Me.	1814	Congregational	Rev. Oren B. Cheney, D. D.	5	3	0
37	Theological School of Bates College	Lewiston, Me.	1871	Free Baptist	Rev. J. Emory Round, M. A.	2	3	0
38	Centenary Biblical Institute	Baltimore, Md. (44 Sars- toga st.)	1867	Meth. Episcopal				
39	St. Mary's Theological Seminary of St. Sulpice	Baltimore, Md.	1860	Roman Catholic				
40	Theological department of Mount St. Mary's College	Emmitsburg, Md.	1868	Roman Catholic				
41	Mount St. Clement College	Ilchester, Md.	1868	Roman Catholic	Rev. George Ruland	5	0	0
42	Woodstock College	Woodstock, Md.	1867	Roman Catholic	Rev. James Ferron, S. J.	10	0	0
43	Theological Seminary	Andover, Mass.	1807	Congregational	Rev. E. C. Smyth (president of faculty)	7	4	7
44	Boston University School of Theology	Boston, Mass.	1863	Meth. Episcopal	Rev. William F. Warren, S. T. D., LL. D., Rev. Jas. E. Latimer, S. T. D. (dean)	12	3	5
45	Divinity School of Harvard University	Cambridge, Mass.	1863	No tests	Rev. Oliver Stearns, D. D. (dean)	7	0	5
46	Episcopal Theological School	Cambridge, Mass.	1867	Prot. Episcopal	Rev. Geo. Zabrickie Gray, D. D. (dean)	4	2	0
47	Tufts Divinity School	College Hill, Mass.	1832	Universalist	Rev. Elmer H. Capen (ex officio), Rev. Thos. J. Sawyer, D. D. (dean)	5	2	0
48	Newton Theological Institution	Newton Centre, Mass.	1825	Baptist	Rev. Alvah Hovey, D. D.	5	2	0
49	New Church Theological School	Waltham, Mass.	1866	N. Jerusalem Ch.	Rev. Thomas Worcester, D. D.	3	2	0
50	Theological department of Hilledale College	Hilledale, Mich.	1870	Free Will Bapt.	Rev. De Witt C. Durgen, D. D.	3	2	0
51	Theological department of Hope College	Holland City, Mich.	1866	Reformed Dutch	Rev. Philip Phelps, Jr.	4	0	0
52	Seabury Divinity School	Fairbault, Minn.	1860	Prot. Episcopal	Rev. Henry E. Whipple, D. D.	4	0	0
53	Angsburg Seminary	Minneapolis, Minn.	1869	Ev. Lutheran	Prof. Georg Sverdrup	4	0	0
54	St. John's Seminary	St. Joseph, Minn.	1857	Roman Catholic	Rev. Alexius Edelbrock, O. S. B.	4	0	0
55	Bishop Green Associate Mission and Training School	Dry Grove, Miss.	1867	Prot. Episcopal	Rev. William E. Douglas, S. T. D.	4	2	0
56	St. Vincent's College and Theological Seminary	Cape Girardeau, Mo.	1843	Roman Catholic	Rev. John W. Hickey, C. M.	4	2	0
57	Theological School of Westminster College	Fulton, Mo.	1849	Presbyterian	Rev. W. R. Rothwell, D. D.	3	0	0
58	Jeremiah Vardaman School of Theology in William Jewell College	Liberty, Mo.	1849	Baptist		3	0	0
59	Concordia College (Seminary)	St. Louis, Mo.	1853	Ev. Lutheran	Rev. C. F. W. Walther, D. D.	0	0	0
60	Divinity School of Nebraska College	Nebraska City, Nebr.	1866	Prot. Episcopal	Rev. H. C. Shaw	1	0	0
61	German Theological School of Newark, N. J.	Rumfield, N. J.	1871	Presbyterian	Rev. Charles E. Knox	4	0	0
62	Drew Theological Seminary	Madison, N. J.	1867	Meth. Episcopal	Rev. John F. Hurst, D. D.	0	0	0

* From Report of the Commissioner of Education for 1876.
 a Regular; also 10 lecturers in a special course.
 b The institution has been closed for some years.
 c The school is being reorganized and reentered.
 d Suspended for 1876.
 e In Kentucky; first charter in South Carolina in 1853.
 f Assisted by five instructors from the literary department.
 g Sustained from college endowment.
 h One in part.
 i Suspended June, 1877.
 j In part.

TABLE XI.—Statistics of schools of theology for 1877, &c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Denomination.	President.	Corps of instruction.				
						7	8	9	Non-resident professors and lecturers.	Endowed professorships.
1	2	3	4	5	6	7	8	9		
61 Theological Seminary of the Reformed (Dutch) Church in America.	New Brunswick, N. J.	.....	1784	Reformed Dutch Church in Amer.	Rev. David D. Demarest, D. D. (secretary).	4	1	4		
62 Theological Seminary of the Presbyterian Church.	Princeton, N. J.	1821	1812	Presbyterian	Rev. Charles Hodge, D. D., LL. D. (senior professor).	8	4	7		
63 Auburn Theological Seminary.	Auburn, N. Y.	1820	1821	Presbyterian	Prof. E. A. Huntington, D. D. (librarian).	5	.....	5		
64 The Tabernacle Lay College.	Brooklyn, N. Y. (Schermerhorn street).	1872	1872	Non-sectarian	Rev. T. De Witt Talmage, D. D.	4	6	.....	
65 Martin Luther College (theological department).	Buffalo, N. Y.	1863	1854	Lutheran	Rev. Ebenezer Fisher, D. D.	3	.....	3		
66 St. Lawrence University (theological department).	Canton, N. Y.	1856	1858	Universalist	Rev. James Rankine, D. D. (rector).	1	.....	1		
67 De Lancey Divinity School.	Geneva, N. Y.	0	1861	Prot. Episcopal.	Rev. Ebenezer Dodge, D. D., LL. D. (senior professor).	5	.....	5		
68 Hamilton Theological Seminary.	Hamilton, N. Y.	1819	1820	Baptist.	Rev. James Pitcher, A. M. (senior professor).	2	1	.....	
69 Hartwick Seminary (theological department).	Hartwick Seminary, N. Y.	1816	1815	Lutheran	Rev. James Harper (acting).	2	0	.....	
70 Newburgh Theological Seminary.	Newburgh, N. Y.	1836	1805	United Presb.	Rev. George F. Seymour, S. T. D. (dean).	3	4	2		
71 General Theological Seminary of the Protestant Episcopal Church.	New York, N. Y.	1822	1821	Prot. Episcopal.	Rev. William Adams, D. D., LL. D. (president of faculty).	6	4	6		
72 Union Theological Seminary.	New York, N. Y.	1839	1836	Presbyterian	Rev. Augustus H. Strong, D. D.	7	.....	5		
73 Rochester Theological Seminary.	Rochester, N. Y.	1859	1831	Baptist	Rev. Robert E. V. Rice, C. M.	3	0	0		
74 Seminary of Our Lady of Angels.	Suspension Bridge, N. Y.	1863	1866	Roman Catholic.	Very Rev. Henry Gabriels, S. T. L.	7	.....	.....
75 St. Joseph's Provincial Seminary.	Troy, N. Y.	1867	1867	Roman Catholic.	Rev. Stephen Mattson, D. D.	3	.....	.....
76 Theological department of Middle University.	Charlotte, N. C.	1877	1867	Presbyterian	Rev. H. C. Tupper, A. M.	3	.....	.....
77 Theological department of Shaw University.	Raleigh, N. C.	1875	1866	Baptist.	Rev. William M. D. D.	4	0	0		
78 Theological department of Trinity College.	Trinity, N. C.	1882	1882	Meth. Epis. So.	Rev. William M. D. D.	4	1	0		
79 Theological department of Trinity College.	Trinity, N. C.	1882	1882	Meth. Episcopal.	Rev. William M. D. D.	4	1	0		
80 St. Charles Roman Catholic Theological Seminary.	Cincinnati, Ohio	1864	1864	Roman Catholic.	Rev. Henry Drees, C. P. S.	4	.....	.....
81 Lane Theological Seminary.	Cincinnati, Ohio	1829	1829	Presbyterian	Rev. Z. M. Humphrey, D. D. (chairman of faculty).	6	0	5		

82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115
St. Mary's Theological Seminary	German Lutheran Seminary	Union Bible Seminary	Theological Seminary of the Protestant Episcopal Church in the Diocese of Ohio	Theological Seminary (Oberlin College)	Theological Department of Wittenberg College	Heidelberg Theological Seminary	Christliche Bildungs-Anstalt der Mennoniten	Theological Seminary of Wilberforce University	Xenia United Presbyterian Theological Seminary	Theological Seminary of the United Presbyterian Church	Western Theological Seminary of the Presbyterian Church	Moravian Theological Seminary	Theological Department of Ursinus College	Theological Seminary of the General Synod of the Evangelical Lutheran Church in the United States	Theological Department of Lincoln University	Meadville Theological School	Philadelphia Theological Seminary of St. Charles Borromeo	Divinity School of the Protestant Episcopal Church	St. Vincent's Seminary*	Theological Seminary of the Evangelical Lutheran Church	St. Michael's Seminary*	Missionary Institute*	Crozer Theological Seminary	Theological Department of Monastery of St. Thomas of Villanova	Theological Seminary of the General Assembly of the Presbyterian Church in the United States	Theological School of Cumberland University	Theological course in Flak University	Theological Department of Central Tennessee College	Theological Department of Vanderbilt University	Theological Department, University of the South	Theological Department, Baylor University	* From Report of the Commissioner of Education for 1876.	
Cleveland, Ohio	Columbus, Ohio	Dayton, Ohio	Gambier, Ohio	Oberlin, Ohio	Springfield, Ohio	Tiffin, Ohio	Wadsworth, Ohio	Xenia, Ohio	Xenia, Ohio	Allegheny City, Pa	Allegheny City, Pa	Bethlehem, Pa	Frederick, Pa. (Collegeville P. O.)	Gettysburg, Pa	Lancaster, Pa	Lincoln University, Pa	Meadville, Pa	Overbrook, Pa	Philadelphia, Pa	Philadelphia, Pa. (German monastery)	Philadelphia, Pa. (216 and 218 Franklin street).	Pittsburgh, Pa	Salisburg, Pa	Upland, Pa	Villanova, Pa	Columbia, S. C.	Lebanon, Tenn	Nashville, Tenn	Nashville, Tenn	Nashville, Tenn	Swansea, Tenn	Independence, Tex	c In part.
1834	1834	1870	1834	1834	1834	1836	1836	1836	1836	1830	1835	1835	1836	1836	1831	1871	1847	1838	1832	0	1834	1832	1832	1832	1832	1832	1832	1832	1832	1832	1832	1832	1832
Roman Catholic.	Ev. Lutheran	United Brethren	Prot. Episcopal	Congregational	Ev. Lutheran	Reformed	Reformed	A. M. Epis.	United Presb.	United Presb.	Presbyterian	Moravian	Reformed	Lutheran	Reformed	Presbyterian	Unitarian	Roman Catholic	Prot. Episcopal	Roman Catholic	Ev. Lutheran	Roman Catholic	Roman Catholic	Baptist	Roman Catholic	Presbyterian	Cumb. Presb.	Congregational	Meth. Episcopal	Meth. Epis. So.	Prot. Episcopal	Baptist	b Another is partially endowed.
Rev. N. A. Moss	Rev. Lewis Davis, D. D.	Rev. G. T. Bodell, D. D.	Rev. James Harris Fairchild, D. D.	Rev. S. Sprecher, D. D., LL. D.	Rev. J. H. Good, D. D.	Rev. Carl J. van der Smissen	Rev. Benjamin F. Lee, D. D.	Rev. William Bruce, D. D.	Rev. A. D. Clark, D. D.	Rev. Samuel J. Wilson, D. D., LL. D.	Rev. Samuel J. Wilson, D. D., LL. D.	Rev. Edmund de Schweinitz, S. T. D.	Rev. J. H. A. Bomberger, D. D.	Rev. James A. Brown, D. D. (chairman of faculty)	Rev. E. V. Gerhart, D. D.	Rev. I. N. Randall, D. D.	Rev. Abiel Abbot Livermore, A. M.	Rev. Charles P. O'Connor, D. D.	Rev. Daniel R. Goodwin, D. D., LL. D.	Very Rev. James Rolando	Rev. Charles F. Schaeffer, D. D. (chairman of faculty)	Rev. Stephen Wall	Rev. Henry Ziegler, D. D. (superintendent)	Rev. Henry G. Weston, D. D.	Pacificus A. Neno, D. D., O. S. A.	Rev. George Howe, D. D., LL. D. (chairman of faculty)	Rev. Richard Beard, D. D. (senior professor)	Rev. E. M. Cravath, A. M.	Rev. John Braden, A. M., D. D.	Rev. Thomas O. Summers, D. D., LL. D. (dean)	Rev. D. G. Haskins (dean)	Rev. William Carey Crane, D. D., LL. D.	c Also 3 in part.

* From Report of the Commissioner of Education for 1876.

c In part.

b Another is partially endowed.

c Also 3 in part.

TABLE XI.—Statistics of schools of theology for 1877, &c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Denomination.	President.	Corps of instruction.		
						Resident professors and instructors.	Non-resident professors and lecturers.	Endowed professorships.
1	2	3	4	5	6	7	8	9
Union Theological Seminary.....	Hampton Sidney, Va.....	1867	1824	So. Presbyterian	Rev. R. L. Dabney, D. D., LL. D. (chairman of faculty).	4	0	4
St. John's Theological Seminary.....	Norfolk, Va.....	1876	1867	Roman Catholic	Rev. Charles H. Corey, A. M.	6	.....	.....
Richmond Institute.....	Richmond, Va.....	1876	1867	Baptist	Rev. S. A. Repass, D. D.	3	.....	61
Theological Seminary of the Evangelical Lutheran General Synod, South.	Salem, Va.....	1876	1832	Lutheran	Rev. Joseph Packard, D. D. (dean)	4	.....	4
Protestant Episcopal Theological Seminary.....	Theological Seminary, Va.	1854	1823	Prot. Episcopal	Rev. A. D. Cole, D. D.	5	.....	1
Nashotah House.....	Nashotah, Wis.....	1847	1841	Prot. Episcopal	Rev. C. Wapellhorst	13	.....	1
Seminary of St. Francis of Sales.....	St. Francis P. O., Wis.....	1877	1856	Roman Catholic	Rev. William W. Patton, D. D.	2	2	0
Theological department of Howard University.....	Washington, D. C.....	1867	1871	Union Evang.	Rev. G. M. P. King, A. M.	4	.....	.....
Wayland Seminary.....	Washington, D. C.....	1867	1865	Baptist	.....	.....	.....	.....

a Also 1 partially endowed.

TABLE XI.—*Statistics of schools of theology for 1877, &c.*—Continued.

Name.	Students.				Number of years in full course	Number of weeks in scholastic year.	Library.			Property, income, &c.			Date of next commencement.
	Present number.	Resident graduates.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1877.			Number of volumes.	Number of pamphlets.	Increase in the last school year in books.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	
1	10	11	12	13	14	15	16	17	18	19	20	21	22
Theological department of Talladega College.	18		2	3	4	36	800			\$5,000			June 13.
Pacific Theological Seminary.	5	0	0	0	3	40	2,000	300	90	80,000			May.
San Francisco Theological Seminary.	9			3	3	35	5,500		200	30,000	\$30,000		April 25.
Theological Institute of Connecticut.	31		18	5	3	36	7,500						
Berkeley Divinity School.	27		24	8	3	36	16,000						
Yale Divinity School.	92	3	82	0	3	35	2,000						
Augusta Institute.	85	0	0	0	3	39	500	75	72	9,000	\$247,644	\$215,000	May 17.
Theological department of Mercer University.													June 20.
Theological department of Illinois Wesleyan University.	50						(b)			(b)	(b)	(b)	June 20.
Theological department of Blackburn University.	68			18	3	40	20,000			75,000	80,000	8,000	
Baptist Union Theological Seminary.	27	2	20		3	32	5,500			95,000	\$130,000	10,350	May 16.
Chicago Theological Seminary.	45	4	40	12	3	31	8,700	300	400	300,000	150,150	12,000	April 3.
Presbyterian Theological Seminary of the Northwest.	14	0	0	0	2	40	200	0		(b)	(b)	(b)	June 6.
Bible department of Eureka College.	90	23	13	11	3	36	3,150	500	50	400,000	400,000	14,000	May 16.
Garrett Biblical Institute.	14	1		6	3	24	700	100	40	16,000			February 16.
Theological department of Lincoln University.	35	1		8	3	25	1,000	180		25,000			
Warburg Seminary.	32			6	3		4,000	1,000		12,000			June 12.
Jubilee College.		0		10	2	38	6,000			20,000	0	0	September 1.
Augustana Theological Seminary.	0	0	0	0	5	43	600						June 12.
Concordia College.	0	0	0	0	3	36	1,000			150,000			June 27.
Theological department of Shurtleff College.	5		2		4		6,000	1,200		200,000	50,000	5,000	June 26.
St. Meinrad's Theological Seminary.	23			2	3	40	6,000	3,500	500	30,000	20,000		June 1.
Theological department of Grinnell College.	5			2	3	40	800			(b)	15,000	1,200	June 6.
German Presbyterian Theological School of the Northwest.		2	2	10	3	38	(b)	(b)	(b)				
Bible department of Oakland College.	15	2	2	10	3	38	(b)	(b)	(b)				

* From Report of the Commissioner of Education for 1876.

† From Report of the Commissioner of Education for 1876.

‡ Reported with classical department (Table IX).

§ 271 in real estate, &c., unproductive.

¶ The institution has been closed for some years.

** The school is being reorganized and rededicated.

TABLE XI.—Statistics of schools of theology for 1877, &c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Denomination.	President.	Corps of instruction.		
						Resident professors and instructors.	Non-resident professors and lecturers.	Endowed professorships.
1	2	3	4	5	6	7	8	9
116 Union Theological Seminary.....	Hampden Sidney, Va.....	1867	1824	So. Presbyterian	Rev. E. L. Dabney, D. D., LL. D. (chairman of faculty).	4	0	4
117 St. John's Theological Seminary.....	Norfolk, Va.....	1867	1824	Roman Catholic.	Rev. Charles H. Corey, A. M.	6	.....	.....
118 Richmond Institute.....	Richmond, Va.....	1876	1867	Baptist.	Rev. S. A. Repass, D. D.	3	.....	.....
119 Theological Seminary of the Evangelical Lutheran General Synod, South.	Salem, Va.....	1876	1832	Lutheran	Rev. Joseph Packard, D. D. (dean)	4	.....	.....
120 Protestant Episcopal Theological Seminary.	Theological Seminary, Va	1854	1823	Prot. Episcopal.	Rev. A. D. Cole, D. D.	4	.....	4
121 Nashotah House.....	Nashotah, Wis.....	1847	1841	Prot. Episcopal.	Rev. C. Wapthorst	5	.....	1
122 Seminary of St. Francis of Sales.....	St. Francis P. O., Wis.....	1877	1856	Roman Catholic.	Rev. William W. Patton, D. D.	13	.....	.....
123 Theological department of Howard University.....	Washington, D. C.....	1871	1871	Union Evang.	Rev. G. M. P. King, A. M.	2	2	0
124 Wayland Seminary.....	Washington, D. C	1867	1865	Baptist.	.....	4	.....	.....

a Also 1 partially endowed.

TABLE A.1.—*Successes of various of surveys for 1876, 9th.—Continued.*

Name.	Students.				Library.			Property, income, &c.			Date of next commencement.		
	Present number.	Resident graduates.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1877.	Number of years in full course of study.	Number of weeks in scholastic year.	Number of volumes.	Number of pamphlets.	Increase in the last school year in books.	Value of grounds and buildings.		Amount of productive funds.	Income from productive funds.
1	10	11	12	13	14	15	16	17	18	19	20	21	22
Theological department of Talladega College.....	18		2	3	4	28	2,600	300	80	\$5,000			June 13.
Pacific Theological Seminary.....	6	0	0	0	3	35	2,500		100	80,000			May.
San Francisco Theological Seminary.....	0				3	35	2,500		200	30,000	\$30,000		April 25.
Theological Institute of Connecticut.....	37		18	18	3	30	7,500						
Berkley Divinity School.....	27		24	8	3	30	10,000						
Xale Divinity School.....	52	3	52	0	3	35	2,000				\$247,544	\$315,000	May 17.
Augusta Institute.....	85	0	0	0	3	39	2,000	75	72	9,000			June 20.
Theological department of Mercer University.....													June 20.
Theological department of Illinois Wesleyan University.....	50				3	40		(b)		(b)	(b)	(b)	
Theological department of Blackburn University.....	69			18	3	40	20,000			75,000	80,000	8,000	
Baptist Union Theological Seminary.....	92				3	32	8,500			95,000	\$130,000	10,350	May 16.
Chicago Theological Seminary.....	47	2	40	12	3	31	8,700	300	400	300,000	130,150	12,000	April 2.
Presbyterian Theological Seminary of the Northwest.....	14	0	0	0	3	30	3,150	500		(b)	(b)	(b)	June 6.
Bible department of Eureka College.....	60	23	13	11	3	30	3,700	100	50		400,000	14,000	May 16.
Garrett Biblical Institute.....	30	1	6	8	3	35	1,000	180	40	10,000			February 16.
Theological department of Lincoln University*.....	32				3	38	4,000	1,000		25,000			
Warburg Seminary.....					3	38	6,000			20,000			June 13.
Union College.....	0	0	0	10	3	43	1,000				0	0	September 1.
Augustana Theological Seminary.....	0	0	0	0	3	38	6,000			20,000			June 12.
Concordia College.....	23		2		3	38	1,000	1,200		150,000			June 27.
Theological department of Shurtleff College.....	5				3	40	6,000	5,500	500	200,000	55,000	5,000	June 26.
St. Meinrad's Theological Seminary.....				2	3	40	6,000	3,500	500	30,000	20,000		June 1.
Theological department of Grinnell College.....					3	40	6,000			30,000			June 1.
German Presbyterian Theological School of the Northwest.....					3	38					15,000	1,200	June 6.
Bible department of Oskaloosa College.....	15	2	2	10	3	38	(b)	(b)	(b)	(b)			

* From Report of the Commissioner of Education for 1876.

b From Report of the Commissioner of Education for 1876.

c From Report of the Commissioner of Education for 1876.

d Reported with classical department (Table IX).

e \$498,371 in real estate, &c., unproductive.

f The institution has been closed for some years.

g The school is being reorganized and reoffered.

	116	117	118	119	120	121	122	123	124
	Union Theological Seminary.....	St. John's Theological Seminary.....	Richmond Institute.....	Theological Seminary of the Evangelical Lutheran General Synod, South.	Protestant Episcopal Theological Seminary.....	Nashotah House.....	Seminary of St. Francis of Sales.....	Theological department of Howard University.....	Wayland Seminary.....
En	100	13	41	30	4132	32	88		
0	12	10	3	3	3	3	3	3	3
49	36	10	3	3	3	3	3	3	3
3	3	3	3	3	3	3	3	3	3
33	33	33	33	33	33	33	33	33	33
11,000	11,000	11,000	11,000	11,000	11,000	11,000	11,000	11,000	11,000
100	100	100	100	100	100	100	100	100	100
75,000	75,000	75,000	75,000	75,000	75,000	75,000	75,000	75,000	75,000
240,000	240,000	240,000	240,000	240,000	240,000	240,000	240,000	240,000	240,000
14,000	14,000	14,000	14,000	14,000	14,000	14,000	14,000	14,000	14,000
April 9.	April 9.	April 9.	April 9.	April 9.	April 9.	April 9.	April 9.	April 9.	April 9.
May 23.	May 23.	May 23.	May 23.	May 23.	May 23.	May 23.	May 23.	May 23.	May 23.
June 13.	June 13.	June 13.	June 13.	June 13.	June 13.	June 13.	June 13.	June 13.	June 13.
June 27.	June 27.	June 27.	June 27.	June 27.	June 27.	June 27.	June 27.	June 27.	June 27.
May 30.	May 30.	May 30.	May 30.	May 30.	May 30.	May 30.	May 30.	May 30.	May 30.
June 30.	June 30.	June 30.	June 30.	June 30.	June 30.	June 30.	June 30.	June 30.	June 30.
May 23.	May 23.	May 23.	May 23.	May 23.	May 23.	May 23.	May 23.	May 23.	May 23.

* From Report of the Commissioner of Education for 1876.

a Reported with classical department (see Table IX).

b Probably includes the amount of productive funds and the income thereof reported with classical department in Table IX.

c Includes students in philosophical course.

TABLE XI.—Memoranda.

Name.	Location.	Remarks.
Matthews Hall.....	Golden, Colo.....	Closed.
Bible College of Kentucky University.....	Lexington, Ky.....	Closed, being succeeded by The College of the Bible.
Theological department of Biddle Memorial Institute.....	Charlotte, N. C.....	See Theological department of Biddle University; identical.
Theological department of North Carolina College.....	Mount Pleasant, N. C.....	Closed.
Southern Baptist Theological Seminary.....	Greenville, S. C.....	Removed to Louisville, Ky.

TABLE XII. — Statistics of schools of law for 1877; from replies to inquiries by the United States Bureau of Education.

1	Name.	Location.	Date of charter.	Date of organization.	President or dean.	Corps of instruction.		Students.		
						Resident professors and instructors.	Non-resident professors and lecturers.	Present number.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1877.
1		2	3	4	5	6	7	8	9	10
1	College of Law, Southern University*									
2	Law School of University of Alabama	Greensboro', Ala.	1872	1872	Hon. A. A. Coleman, A. M.	3	0	23	8	8
3	Yale Law School	Tuscaloosa, Ala.			Henderson M. Somerville, A. M., LL. B., senior professor.	2	0			
4	Law department, University of Georgia	New Haven, Conn.	1824	1824	Hon. Francis Wayland, A. M., dean.	7	3	67	1	28
5	Law department of Mercer University	Athens, Ga.	1785	1867	Rev. P. H. Mell, D. D., LL. D., chancellor.	1	1	3	1	10
6	Bloomington Law Institute (Illinois Wesleyan University).	Macon, Ga.	1875	1875	Hon. Clifford Anderson, chairman.	3	6	6	3	6
7	Union College of Law of Chicago and Northwestern Universities.	Bloomington, Ill.	1875	1850	Reuben M. Benjamin, A. M., dean.	6	0	20	3	9
8	Law department, McKendree College.	Chicago, Ill.		1872	Hon. Henry Booth, LL. D., dean.	5	0	123	24	41
9	Department of Law, Indiana University	Lebanon, Ill.	1839		Hon. H. H. Horner, A. M., dean.	1	3	15	8	3
10	Law department, University of Notre Dame.	Bloomington, Ind.		1842	Rev. Lemuel Moss, D. D., president.					
11	Iowa College of Law (Simpson Centenary College.)	Notre Dame, Ind.		1875	Lucius G. Tong, LL. B.					
12	Law department, Iowa State University.	Des Moines, Iowa.			William E. Miller, dean.	4	0	20	6	23
13	Course of Law in Iowa Wesleyan University.	Iowa City, Iowa.	1847	1865	William G. Hammond, LL. D., chancellor.	3	6	113	25	675
14	Law College, Kentucky University*	Mt. Pleasant, Iowa.			Rev. W. J. Spaulding, Ph. D., president of university.					
15	College of Law, Central University.	Lexington, Ky.		1865	John B. Bowman, LL. D., regent; Madison C. Johnson, LL. D., presiding officer.	6		23		12
16	Law department, Straight University.	Richmond, Ky.	1873	1874	Hon. Alfred Shaw, dean.					
17	Law department, University of Louisiana*	New Orleans, La.	1847	1847	Carleton Hunt, dean.	4	0	20		7
18	School of Law, University of Maryland.	New Orleans, La. (box 1915).	1813	1870	Hon. George W. Dobbin, LL. D.	3	0	60		21
19	Boston University School of Law.	Baltimore, Md. (22 Mulberry st.)	1813	1872	Edmund H. Bennett, LL. D., dean.	11	1	173	108	47
20	Law School of Harvard University*	Boston, Mass.	1869	1872	C. C. Langdell, LL. D., dean.	6		367	112	

21	Law department, University of Michigan.....	1859	1859	Thomas M. Cooley, LL. D., dean.....	2	3	385	153
22	Law department, State University of Missouri.....	1853	1853	Philemon Bliss, LL. D., dean.....	3	2	33	13
23	St. Louis Law School (Washington University).....	1867	1867	Henry Hitchcock, LL. D., provost.....	6	1	76	121
24	Albany Law School (Union University).....	1851	1851	Isaac Edwards, LL. D.....	5	3	95	47
25	Law School of Hamilton College ^a	1858	1858	Rev. Samuel G. Brown, D. D., LL. D.....	2	1	17	74
26	Columbia College Law School.....	1754	1858	Theodore W. Dwight, LL. D., dean.....	4	1	462	15
27	Department of Law, University of the City of New York.....	1859	1858	Hon. Henry E. Davies, LL. D.....	5	0	72	267
28	Law department, Rutgerford College.....	1871	1871	Rev. R. L. Abernethy, A. M.....	2	0	20	57
29	Law department, Trinity College.....	1852	1870	Rev. B. Craven, D. D., LL. D.....	2	0	30	...
30	Law School of the Cincinnati College.....	1819	1853	Rufus King, LL. D., dean.....	4	0	119	29
31	Law department, Wilberforce University ^a	1863	1872	Rev. Benjamin F. Lee, B. D.....	0	2	1	...
32	Law department, Lafayette College ^a	1875	1875	Hon. William S. Kirkpatrick, A. M., dean.....	5	0	...	...
33	Law department, University of Pennsylvania.....	1755	1790	E. Coppée Mitchell, LL. D., dean.....	5	0	103	34
34	Law School, University of South Carolina ^a	1801	1894	Rev. A. W. Cummins, A. M., D. D.....	1	1	12	9
35	Law School, Cumberland University.....	1842	1847	Nathan Green, A. M., LL. B., chancellor.....	2	0	51	...
36	Law department, Vanderbilt University ^a	1872	1874	Thomas H. Malone, M. A., dean.....	3	0	25	10
37	School of Law and Equity, Washington and Lee University.....	1782	1749	Gen. G. W. Custis Lee, president of university.....	5	3	28	11
38	Law School, University of Virginia.....	1818	1825	James F. Harrison, M. D., chairman of faculty.....	2	0	109	16
39	Law department, University of Wisconsin.....	1868	1868	J. H. Carpenter, LL. D., dean.....	9	2	38	10
40	Columbian University Law School.....	1821	1864	James C. Welling, LL. D.....	3	1	134	49
41	Law department, Howard University ^a	1867	1868	William F. Bascom, A. M., dean.....	2	0	6	4
42	Law School of Georgetown University.....	1815	1870	Charles W. Hoffman, LL. D., dean.....	5	0	21	15
43	National University, law department ^a	1870	1870	W. R. Wedgewood, LL. D., vice chancellor.....	4	...	188	43

^a From Report of the Commissioner of Education for 1876.

^b As a department of the University of Chicago in 1858.

^c Suspended June, 1877.

^d Also 6 in advanced class.

^d Reorganization.

^e Charter of the university.

^f Date of charter of Columbia College.

	(g)	31	42	00, 30	1, 409	383	0	0	0	4, 202	May 8. June 20.
30 Law School of the Chalmers College.....											June 14.
31 Law department, Wilberforce University ^a	2	35	60	300	0	50	0	0	0	6, 330	December.
32 Law department, Lafayette College ^a	2	39	0								June 6.
33 Law department, University of Pennsylvania.....	2	40	60				15, 000	0	0	4, 000	June 20.
34 Law School, University of South Carolina ^a	1	39	120	150	0	0				2, 300	June 27.
35 Law School, Cumberland University.....	2	39	85	800	50		(b)	(b)	0	6, 000	June 11.
36 Law department, Vanderbilt University.....	2	40	90	3, 000		200	(b)	(b)	(b)	1, 811	May 23.
37 School of Law and Equity, Washington and Lee University.....	2	40	A18	520							
38 Law School, University of Virginia.....	3	35	75, 80			1	(b)	(b)	600		
39 Law department, University of Wisconsin.....	2	34	40	301	30	(b)	(b)	(b)			
40 Columbian University Law School.....	2	36	45								
41 Law department, Howard University.....	2										
42 Law School of Georgetown University.....	2										
43 National University, law department ^a	2										

^a From Report of the Commissioner of Education for 1876. ^c Suspended June, 1877.

^a With post-graduate course, four years.

^b Reported with classical department (see Table IX).

^d Also one-fourth interest in a fund of \$413, 092.

^e To residents of Michigan; \$37.50 to non-residents.

^f There are six free scholarships.

^g Nineteen months.

^h To non-residents; free to residents; matriculation fee, \$50.

TABLE XII.—Memoranda.

Name.	Location.	Remarks.
Law department, Lincoln University.....	Lincoln, Ill.	Closed.
Neophogen Law School.....	Gallatin, Tenn.	Closed.

TABLE XIII.—Statistics of schools of medicines, of dentistry, and of pharmacy for 1877; from replies to inquiries by the United States Bureau of Education.

Name.	Location.	Date of charter.	Date of organization.	President or dean.	Corps of instruction.		Students.		
					Resident professors and instructors.	Non-resident lecturers.	Present number.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1877.
1	2	3	4	5	6	7	8	9	10
I. MEDICAL AND SURGICAL.									
1. Regular.									
1 College of Medicine, Southern University	Greensboro', Ala.	1800	1858	Rev. Luther M. Smith, A. M., D. D., chancellor.	8	1	50	.....	15
2 Medical College of Alabama	Mobile, Ala.	1800	1858	William H. Anderson, M. D., dean.	10	0	466	.....	13
3 Medical College of the Pacific (University College).	San Francisco, Cal.	1859	1858	Henry Gibbons, Jr., M. D., dean.	.....	.....	.....	.....	.....
4 Medical department, University of California.	San Francisco, Cal.	1868	1869	R. Beverly Cole, M. D., Ph. D., M. R. C. S., dean.	8	2	45	11	15
5 Medical Institution of Yale College.	New Haven, Conn.	1810	1813	Charles A. Lindley, M. D., dean.	10	3	56	16	6
6 Atlanta Medical College.	Atlanta, Ga.	1854	1855	Jno. Thad. Johnson, M. D., dean.	8	1	90	.....	22
7 Medical College of Georgia (University of Georgia).	Augusta, Ga.	1828	1829	De Saussure Ford, M. D., dean.	16	0	46	0	21
8 Savannah Medical College ^b	Savannah, Ga.	1838	1853	W. Duncan, M. D., dean.	.....	.....	.....	.....	.....
9 Chicago Medical College (Northwestern University).	Chicago, Ill.	1859	1859	Nathan S. Davis, A. M., M. D., dean.	18	.....	156	14	39
10 Rush Medical College.	Chicago, Ill.	1837	1843	J. Adams Allen, M. D., LL. D.	33	0	6392	89	117
11 Woman's Hospital Medical College.	Chicago, Ill.	1871	1871	W. Geoffrey Davis, M. D., F. R. C. S.	17	.....	20	.....	10
12 Medical College of Evansville.	Evansville, Ind.	1845	1870	Geo. B. Waller, M. D., dean.	10	0	40	3	8
13 College of Physicians and Surgeons.	Indianapolis, Ind.	1873	1870	E. N. Todd, M. D.	7	2	72	19	23
14 Indiana Medical College.	Indianapolis, Ind.	1869	1869	C. E. Wright, M. D., dean.	13	0	82	5	23
15 Medical department, State University.	Iowa City, Iowa	1870	1870	Ham. C. W. Slagle, A. M.	6	3	85	.....	113
16 College of Physicians and Surgeons.	Keokuk, Iowa	1849	1849	J. C. Hurdess, M. D., dean.	8	2	230	115	41
17 Hospital College of Medicine (Central University).	Louisville, Ky.	1874	1874	William H. Balling, M. D.	10	.....	75	.....	.....

18	Kentucky School of Medicine.	1850	1851	E. S. Galliard, A. M., M. D., LL. D., dean	9	85	80
19	Louisville Medical College	1868	1869	E. S. Galliard, A. M., M. D., LL. D., dean	8	150	70
20	Medical department of the University of Louisville.*	1896	1897	J. M. Bodine, M. D., dean	14	0	113
21	Charity Hospital Medical College*.	1874	1874	D. Warren Brickell, M. D., dean	15		9
22	Medical department of the University of Louisiana.	1835	1835	Tobias G. Richardson, M. D., dean	8	0	35
23	Medical School of Maine (Bowdoin College).	1820	1820	Joshua L. Chamberlain, LL. D.	2	6	24
24	Portland School for Medical Instruction	1838	1838	Horatio N. Small, M. D.	11	23	8
25	College of Physicians and Surgeons.	1872	1872	Thomas Ople, M. D., dean	(14)	165	65
26	School of Medicine (University of Maryland)	1807	1807	Samuel C. Chew, M. D., dean	10	132	50
27	School of Medicine (Washington University) d.			T. R. Brown, M. D., dean			
28	Harvard Medical School* (Harvard University)	1782	1782	Calvin Ellis, M. D., dean	(34)	231	36
29	Department of Medicine and Surgery (University of Michigan)	1849	1849	Alonso B. Palmer, M. A., M. D., dean	17	0	84
30	Detroit Medical College.	1867	1868	Edward W. Jenks, M. D.	16	0	30
31	Medical College (University of the State of Mo.).	1839	1839	Joseph G. Norwood, M. D., dean	8	22	5
32	Kansas City College of Physicians and Surgeons.*	1809	1809	S. S. Todd, M. D.	8	0	16
33	St. Joseph Hospital Medical College.	1877	1877	Charles F. Knight, M. D.	10	17	5
34	Missouri Medical College	1840	1840	P. Garvais Robinson, M. D., dean	15	245	68
35	St. Louis Medical College	1841	1842	John T. Hodgen, M. D., dean	22	178	51
36	New Hampshire Medical Institution (Dartmouth College).	1760	1766	S. C. Bartlett, D. D., LL. D., president; C. P. Frost, M. D., dean	1	7	23
37	Albany Medical College (Union University)	1839	1838	Thomas Hun, M. D., dean	14	3	123
38	Medical department, University of Buffalo	1846	1846	Thomas F. Rochester, M. D., dean	6	3	113
39	Bellevue Hospital Medical College	1861	1861	Isaac E. Taylor, M. D.	28	0	419
40	College of Physicians and Surgeons (Columbia College).	1807	1807	Alonso Clark, M. D., LL. D.	31	0	142
41	Medical department, University of the City of New York.		1841	Charles Inalee Pardee, M. D., dean	26	512	157
42	Woman's Medical College of the New York Infirmary.	1864	1868	Samuel Wilets, president board trustees.	0	10	45
43	Medical College of Syracuse University.	1872	1872	Frederick Hyde, M. D., dean	14	4	48
44	Cincinnati College of Medicine and Surgery.	1851	1851	D. D. Bramble, M. D., dean	11	147	43
45	Medical College of Ohio	1819	1819	Roberts Bartholow, M. D., dean	15	0	58
46	Miami Medical College	1852	1852	John A. Murphy, M. D., dean	15	129	80
47	Cleveland Medical College* (Western Reserve College).	1843	1843	John Bennett, M. D., dean	14	86	33
48	Medical department, Wooster University*	1864	1864	Gustav C. E. Weber, M. D., dean	9	3	24
49	Columbus Medical College.	1875	1875	D. N. Kinsman, M. D., dean	8	4	34
50	Starling Medical College.	1847	1848	Joseph Sullivan, president; Francis Carter, M. D., dean	10	3	15
51	Medical department, Willamette University*	1833	1836	D. Payton, M. D., dean	7	1	33
52	Jefferson Medical College.	1826	1826	John B. Riddle, M. D., dean	44	598	196
53	Medical department, University of Pennsylvania	1755	1765	Charles J. Stillé, LL. D., provost.	52	0	124
54	Woman's Medical College of Pennsylvania*	1850	1850	Rachel L. Bodley, A. M., dean	(15)	75	13
55	Medical College of the State of South Carolina	1823	1823	John P. Chasal, M. D., dean	8	0	419

* From Report of the Commissioner of Education for 1876.
 * Of these, 2 were graduates in pharmacy.
 * The College of Physicians and Surgeons under the title of the latter.
 * Of these, 14 did not attend the course of lectures.
 * The Washington University School of Medicine has since been merged
 * Suspended in 1877; but will
 * Of these, 2 were graduates in pharmacy.

TABLE XIII.—Statistics of schools of medicine, of dentistry, and of pharmacy for 1877, &c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	President or dean.	Corps of instruction.		Students.		
					Resident professors and instructors.	Non-resident professors and lecturers.	Present number.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1877.
1	2	3	4	5	6	7	8	9	10
56 Medical department, University of Nashville.	Nashville, Tenn.		1874	Thomas Meneses, M. D., dean	(12)	115			46
57 Medical department, Vanderbilt University.	Nashville, Tenn.			Rev. J. Braden, D. D., president of college					
58 Meharry Medical Department of Central Tennessee College.	Nashville, Tenn.								
59 Nashville Medical College.	Nashville, Tenn.	1871	1873	Prof. William P. Jones, M. D.	4	3	18		12
60 Texas Medical College and Hospital.	Galveston, Tex.	1871	1873	Sam. R. Burroughs, M. D., dean	6	12	92	4	33
61 Medical department, University of Vermont.	Burlington, Vt.	1791	1854	A. P. Grinnell, M. D., dean	14		46		13
62 Medical College of Virginia.	Richmond, Va.	1851	1851	James B. McCaw, M. D., dean	5		48		13
63 Medical School, University of Virginia.	University of Virginia, Va.	1819	1825	Jas. F. Harrison, M. D., chairman of faculty	12		46	6	2
64 Medical department, Georgetown University.	Washington, D. C. (corner Tenth and E streets).	1815	1848	F. A. Ashford, M. D., dean	7		48	5	10
65 Medical department, Howard University.	Washington, D. C.	1865	1868	Gideon S. Palmer, M. D., dean	9		53		5
66 National Medical College of the Columbian University.	Washington, D. C.	1821	1825	John C. Riley, M. D., dean					
67 College of American Medicine and Surgery.	Macon, Ga.	1829	1829	A. L. Clinckenshaw, M. D., dean	12		105	36	33
68 Bennett Medical College.	Chicago, Ill. (511 State street)	1869	1868	Milton Jay, M. D., dean	8	1	107	6	26
69 Eclectic Medical College of the City of New York.	New York, N. Y. (1 Livingston place and East Fifteenth st.).	1865	1865	Robert S. Newton, M. D.					
70 Eclectic Medical Institute.	Cincinnati, Ohio.	1845	1843	John M. Scudder, M. D.	8		267		121
71 Chicago Homoeopathic College.	Chicago, Ill. (200 Michigan av.)	1876	1876	J. S. Mitchell, A. M., M. D.	13		107	15	15
72 Hahnemann Medical College.	Chicago, Ill. (287 and 289 Cottage Grove avenue).	1855	1869	R. Lindman, M. D., dean	8	3	6175	24	44
73 Boston University School of Medicine.	Boston, Mass. (East Concord st.).	1869	1873	J. Thaddeus Talbot, M. D., dean	20	4	176	72	45

TABLE XIII.—Statistics of schools of medicine, of dentistry, and of pharmacy for 1877, &c.—Continued.

Name.	Number of years in full course of study.	Number of weeks in scholastic year.	Library.			Amount of—			Property, income, &c.				Date of next commencement.
			Number of volumes.	Number of pamphlets.	Increase of library in the last school year in books.	Matriculation fee.	Graduation fee.	Annual charge to each student for tuition.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition and other fees.	
1	11	12	13	14	15	16	17	18	19	20	21	22	23
I. MEDICAL AND SURGICAL.													
1. Regular.													
1 College of Medicine, Southern University	3	20	500			\$5	\$25	\$50	\$150,000				November 14, November.
2 Medical College of Alabama	3	20	0	0		5	40	130	(b)	\$0	\$0	\$5,395	November.
3 Medical College of the Pacific (University College).	3	20	0			5	40	130				5,000	November.
4 Medical department, University of California.	3	40				5	25	(c)	*200,000	*30,000			June 27, March 1.
5 Medical Institution of Yale College	3	20	2,500			5	30	50-60	25,000				March 1.
6 Atlanta Medical College	3	20	800			5	30	50	30,000	0		2,187	March 1.
7 Medical College of Georgia (University of Georgia).	2	16	4,000	1,000		5	20						March 5.
8 Savannah Medical College	3	46				5	20		30,000			6,000	March 5.
9 Chicago Medical College (Northwestern University).	3	46				5	25	80	75,000	14,000	2,300	28,000	February 24, February 28.
10 Rush Medical College	3	42	50	75		5	20	50			0	2,000	February 28.
11 Woman's Hospital Medical College	3	33	0	0	0	5	25	50	7500	0	0	0	March.
12 Medical College of Evansville	3	21	0	0		5	25	40	4,000	0	0	3,000	March.
13 College of Physicians and Surgeons	3	16	0			5	25	60	75,000		500	2,000	February 28.
14 Indiana Medical College	3	16	3,000	1,500		10	25	35					March 6.
15 Medical department of Iowa State University.	3	22				5	25						February 14, March 1.
16 College of Physicians and Surgeons	3	33				5	30	50	75,000			12,000	March 1.
17 Hospital College of Medicine (Central University).	3	20				5	30	50	10,000			4,500	

18	Kentucky School of Medicine.	2	15	5	30	60	June.
19	Louisville Medical College.	2	24	5	30	60	February.
20	Medical department of the University of Louisville.	23	4,000	5	80	65	October.
21	Charity Hospital Medical College*.	3	1,200	5	30	100	8,000
22	Medical department of the University of Louisiana.	3	1,300	5	30	140	11,525
23	Medical School of Maine (Bowdoin College).	3	4,500	5	20	75	5,516
24	Portland School for Medical Instruction.	3	160			130	July 9.
25	College of Physicians and Surgeons.	3	160			2,500	June 12.
26	School of Medicine (University of Maryland).	2	400	5	80	120	1,360
27	School of Medicine (Washington University).						9,400
28	Harvard Medical School* (Harvard University).	3	3,550	5	80	200	84,365
29	Department of Medicine and Surgery (University of Michigan).	33	41,700	5	10	320	5,513
30	Detroit Medical College.	3		5	25	40	88,504
31	Medical College (University of the State of Missouri).	23			5	40	4,331
32	Kansas City College of Physicians and Surgeons.	2	100	5	20	65	1,360
33	St. Joseph Hospital Medical College.	3		5	25	60	2,120
34	St. Louis Medical College.	3	1,105	5	25	60	March 5.
35	St. Louis Medical College.	2	1,200	5	20	115	March 8.
36	New Hampshire Medical Institution (Dartmouth College).	3	1,200	5	25	117	June.
37	Albany Medical College (Union University).	3		5	25	100	January 23.
38	Medical department, University of Buffalo.	3		5	25	100	February 26.
39	Bellevue Hospital Medical College.	3	0	5	30	100	7,962
40	College of Physicians and Surgeons (Columbian College).	2		5	80	140,150	March 1.
41	Medical department, University of the City of New York.	3		5	80	140	35,045
42	Woman's Medical College of the New York Infirmary.	3		5	30	77	May 21.
43	Medical College of Syracuse University.	3		5	30	0	2,428
44	Cincinnati College of Medicine and Surgery.	3		5	25	100	October 3.
45	Medical College of Ohio.	3	(9)	5	25	40	February 23.
46	Miami Medical College.	3		5	25	40	February 27.
47	Cleveland Medical College* (Western Reserve College).	22		5	80	40	7,600
							February 26.

^a From report of the Commissioner of Education for 1876. ^a Also an intermediate course of eight or ten lectures. ^b Reported with collegiate department (Table VI).
^c Lecture term, 4 months, tuition, \$105; spring term, 4 months, tuition, \$80. ^d Suspended in 1877, but will reopen November, 1878. ^e There is also a spring course of 16 weeks.
^f Value of apparatus. ^g The Washington University School of Medicine has since been merged in The College of Physicians and Surgeons under the title of the latter.
^h Two only demanded for graduation. ⁱ Also 2,400 in the general library, to which students have access. ^j For residents of Michigan; non-residents, \$25. ^k Estimated.
^l Including two courses of lectures. ^m There is also a spring course of 11 weeks not estimated in the requirements for graduation. ⁿ Includes a spring course of 8 weeks, at
^o expense upon which is optional. ^p For lectures of winter session. ^q The library of about 2,000 volumes has been turned over to public library. ^r With 3 years of study.
^s From a return for 1876.

TABLE XIII.—Statistics of schools of medicine, of dentistry, and of pharmacy for 1877, &c.—Continued.

Name.	Number of years in full course of study.	Number of weeks in scholastic year.	Library.			Amount of—			Property, income, &c.				Date of next commencement.
			Number of volumes.	Number of pamphlets.	Increase of library in the last school year in books.	Matriculation fee.	Graduation fee.	Annual charge to each student for tuition.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition and other fees.	
1	11	12	13	14	15	16	17	18	19	20	21	22	23
48 Medical department, Wooster University*	3	20	.....	.....	.....	\$5	\$70	\$40	\$40,000	.....	.....	\$4,000	February 22.
49 Columbus Medical College.....	3	26	.....	.....	.....	30	25	30	7,000	.....	.....	2,800	February 27.
50 Stanford Medical College.....	3	21	1,500	1,000	100	5	25	40	100,000	\$0	\$0	.....	February 28.
51 Medical department, Willamette University.*	3	24	50	1,000	.....	5	30	120	2,000	.....	.....	2,500	June 18.
52 Jefferson Medical College.....	3	32	.....	.....	.....	5	30	140	\$250,000	.....	.....	.....	March 12.
53 Medical department, University of Pennsylvania.....	3	320	3,000	.....	.....	5	30	150	\$492,000	\$300,000	0	41,000	March 15.
54 Woman's Medical College of Pennsylvania*	3	32	.....	.....	.....	5	30	105	\$80,000	\$64,250	\$4,612	.....	March.....
55 Medical College of the State of South Carolina.....	3	20	.....	.....	.....	5	30	50	50,000	0	0	2,800	March 5.
56 Medical department, University of Nashville.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
57 Medical department, Vanderbilt University.*	2	21	.....	.....	.....	.....	30	55	.....	.....	.....	.....	February 22.
58 Meharry Medical Department of Central Tennessee College.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
59 Nashville Medical College.....	4	25	40	30	.....	5	30	120	.....	.....	.....	.....	February 26.
60 Texas Medical College and Hospital*.....	3	16	.....	.....	.....	75	25	70	.....	0	0	3,120	March 13.
61 Medical department, University of Vermont.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	June 27.
62 Medical College of Virginia.....	3	21	500	1,000	.....	5	30	120	50,000	.....	.....	4,000	March 1.
63 Medical School, University of Virginia.....	3	40	(7)	(7)	(7)	\$30	15	110	.....	.....	.....	.....	June 27.
64 Medical department, Georgetown University.....	3	21	.....	.....	.....	5	30	133	\$1,000	.....	.....	3,500	April 18.
65 Medical department, Howard University.....	3	21	(7)	.....	.....	10	30	25	(7)	(7)	(7)	(7)	March 4.

TABLE XIII.—Statistics of schools of medicine, of dentistry, and of pharmacy for 1877, &c.—Continued.

Name.	Number of years in full course	Number of weeks in scholastic year.	Library.			Amount of—			Property, income, &c.				Date of next commencement.
			Number of volumes.	Number of pamphlets.	Increase of library in the last school year in books.	Matriculation fee.	Graduation fee.	Annual charge to each student for tuition.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition and other fees.	
1	11	12	13	14	15	16	17	18	19	20	21	22	23
Chicago College of Pharmacy	2	22	1,000	.....	0	4	5	26	\$5,000	\$0	\$0	1,800	October 2.
School of Pharmacy, Iowa Wesleyan University.*	1	40	.....	.....	.....	.....	5	24	.....	.....	.....	.....	June 20.
Louisville College of Pharmacy	63	22	.....	.....	.....	5	10	30,70	8,000	0	.....	1,500	October 7.
Maryland College of Pharmacy	62	24	425	30	15	4	10	36,51	6,000	.....	.....	.....	.....
Massachusetts College of Pharmacy	62	20	300	500	20	4	10	45	.....	2,000	75	1,700	April.
School of Pharmacy of the University of Michigan.	2	39	(d)	.....	.....	\$10	10	250	.....	.....	(d)	(d)	June 27.
St. Louis College of Pharmacy	2	23	25	100	.....	2	5	30	.....	.....	.....	.....	March.
College of Pharmacy of the City of New York.	2	21	1,271	237	91	2	10	36-85	.....	22,800	2,300	9,400	March 19.
Cincinnati College of Pharmacy	4	23	150	365	.....	5	10	20,30	\$500	460	.....	8,500	March 21.
Philadelphia College of Pharmacy	3	21	2,258	100	125	4	10	36	76,000	16,000	1,550	.....	March 15.
Tennessee College of Pharmacy	2	20	.....	.....	.....	5	10	36-66	.....	.....	.....	.....	March 1.
National College of Pharmacy	63	20	75	225	20	5	15	25	\$7,000	0	0	1,050	April.

* From Report of the Commissioner of Education for 1876. ^a Includes a summer course. ^b With 4 years in dispensary store. ^c Value of apparatus. ^d Reported with University of Michigan (Table IX). ^e For residents of Michigan; non-residents, \$25. ^f Value of furniture, library, and apparatus.

TABLE XIII.—Memoranda.

Name.	Location.	Remarks.
Transylvania Medical College (Kentucky University)	Lexington, Ky.	Suspended.
Long Island College Hospital	Brooklyn, N. Y.	No information received.

TABLE XIV.—Summary of examinations for admission to the United States Military and Naval Academies for the year 1877.

States and Territories.	UNITED STATES MILITARY ACADEMY.										UNITED STATES NAVAL ACADEMY.									
	Number of candidates.	Number accepted.	Number rejected.							Number of candidates.	Number accepted.	Number rejected.								
			On what account.									On what account.								
			For deficiency in—									For deficiency in—								
			Total.	Physical disability.	Reading.	Writing and orthography.	Arithmetic.	Geography.	Grammar.			History.	Total.	Physical disability.	Reading.	Writing and orthography.	Arithmetic.	Geography.	Grammar.	History.
Alabama	3	2	1				1	1		6	1	5	0	0	2	5	2	2		
Arkansas	3	3	1			2		1		1	1	1	0	0	0	1	1	0		
California	3	2	1				1	1	1		1	1	0	0	0	0	0	0		
Colorado	0	0									0	0	0	0	0	0	0	0		
Connecticut	0	0									0	1	1	0	0	1	1	0		
Delaware	0	0									1	1	0	0	0	0	0	0		
Florida	2	2									0	0	0	0	0	0	0	0		
Georgia	5	4	1					1	1		5	2	3	0	0	1	3	0		
Illinois	13	4	9		4		5	3	5	4	7	6	1	0	0	0	1	0		
Indiana	8	6	2				2	2	1	1	3	3	0	0	0	0	0	0		
Iowa	6	3	3			2		2	2	2	3	0	2	0	0	1	2	1		
Kansas	3	2	1			1	1	1	1	1	1	1	0	1	0	1	1	1		
Kentucky	5	1	4			2		2	1	1	7	3	4	1	0	0	3	0		
Louisiana	2	0	2		1	2		2	2	1	1	1	6	0	0	0	0	0		
Maine	4	2	2			1		2		1	3	1	2	0	0	2	2	1		
Maryland	7	3	4			2	4	1	1	1	4	2	2	1	0	0	1	0		
Massachusetts	4	3	1			1	1	1	1		3	2	1	0	0	0	1	0		
Michigan	6	4	2			2	1	1	1		1	1	0	0	0	0	0	0		
Minnesota	1	1									1	1	0	0	0	0	0	0		
Mississippi	6	2	4		1	2	4	3	2	3	2	1	1	0	0	1	1	0		
Missouri	7	4	3			1	2	1		2	4	2	2	0	0	1	2	2		
Nebraska	0	0									2	0	2	0	0	2	2	1		
Nevada	0	0									0	0	0	0	0	0	0	0		
New Hampshire	1	1									1	1	0	0	0	0	0	0		
New Jersey	6	4	2			1			1		2	2	0	0	0	0	0	0		
New York	16	12	4			2			1	1	14	7	7	2	0	4	5	2		
North Carolina	8	2	6		1	2	5	2	1	3	7	1	6	0	0	3	6	2		
Ohio	10	5	5		4	1	3	4	1	2	8	6	2	0	0	1	2	0		
Oregon	1	0	1					1	1	1	0	0	0	0	0	0	0	0		
Pennsylvania	9	5	4				3	2	1	2	18	10	8	2	0	3	5	2		
Rhode Island	0	0									1	1	0	0	0	0	0	0		
South Carolina	1	0	1		1	1					2	1	1	0	0	0	1	0		
Tennessee	7	3	4			4	2	1	3		4	3	1	0	0	0	1	0		
Texas	3	1	1		1	1					3	1	2	0	0	2	2	1		
Vermont	1	1									2	1	1	0	0	0	0	0		
Virginia	7	2	5			2	3		2	1	2	0	2	0	0	1	2	2		
West Virginia	1	1									0	0	0	0	0	0	0	0		
Wisconsin	3	1	2				2		1		2	2	0	0	0	0	0	0		
Arizona	1	0	1			1	1		1		0	0	0	0	0	0	0	0		
Dakota	0	0									1	1	0	0	0	0	0	0		
District of Columbia	1	1									1	1	0	0	0	0	0	0		
Idaho	1	1									0	0	0	0	0	0	0	0		
Montana	1	0	1				1		1		1	1	0	0	0	0	0	0		
New Mexico	1	1									0	0	0	0	0	0	0	0		
Utah	0	0									1	1	0	0	0	0	0	0		
Washington	2	1				1	1		1		0	0	0	0	0	0	0	0		
Wyoming	2	1	1					1			3	1	2	1	0	1	0	0		
Foreign	0	0									b3	b3								
At large	10	5	5		1	1	4	1	1		11	9	2	0	0	1	2	1		
Total	181	93	84	3	4	41	57	32	34	27	145	83	62	8	0	27	52	21		

a Not examined in this branch.

b Japanese received under a resolution of Congress.

TABLE XV.—PART 1.—Degrees conferred in 1877 by universities, colleges, scientific

[The following are the explanations of abbreviations used in Part 1 of this table: L. B., Bachelor of Science; B. C. E., Bachelor of Civil Engineering; C. E., Civil Engineer; B. Agr., Bachelor of Agriculture; Mining Engineer; D. E., Dynamic Engineer; B. Arch., Bachelor of Architecture; Ph. B., Bachelor of Philosophy; D. B., Bachelor of Divinity; D. D., Doctor of Divinity; M. D., Doctor of Medicine; D. D. S., Doctor of Science.]

NOTE.—0 shows that no degrees were

Institutions and locations.	All classes.		Letters.				
	All degrees.		In course, L. B.	A. B.		A. M.	
	In course.	Honorary.		In course.	Honorary.	In course.	Honorary.
1	2	3	4	5	6	7	8
1 State Agricultural and Mechanical College, Auburn, Ala.....	4	0	1				
2 Howard College, Marion, Ala.....	3	0		3			
3 Spring Hill College, near Mobile, Ala.....	27	0					
4 University of Alabama, Tuscaloosa, Ala.....	34	4		20		6	4
5 Arkansas College, Batesville, Ark.....	8	3		8			
6 Cane Hill College, Booneboro', Ark.....	6			6			
7 Arkansas Industrial University, Fayetteville, Ark.....		2					1
8 Judson University, Judsonia, Ark.....		2					
9 St. Ignatius College, San Francisco, Cal.....	3			2		1	
10 St. Mary's College, San Francisco, Cal.....	11	0		5			
11 Santa Clara College, Santa Clara, Cal.....	13		1	1		2	
12 University of the Pacific, Santa Clara, Cal.....	14	2				6	1
13 Pacific Methodist College, Santa Rosa, Cal.....	612			3		1	
14 California College, Yacaville, Cal.....	0	3				1	
15 Hesperian College, Woodland, Cal.....	6			65			
16 State School of Mines, Golden, Colo.....	0	0					
17 Trinity College, Hartford, Conn.....	36	2		20		14	2
18 Wesleyan University, Middletown, Conn.....	56	8		27		29	3
19 Yale College, New Haven, Conn.....	220			116			
20 Delaware College, Newark, Del.....	16	2	10			1	1
21 University of Georgia, Athens, Ga.....	54	2		9		1	
22 Gainesville College, Gainesville, Ga.....	0	0					
23 Mercer University, Macon, Ga.....	32	5		27			2
24 Emory College, Oxford, Ga.....	28	4		18		10	
25 Illinois Wesleyan University, Bloomington, Ill.....	32	1		7		4	
26 St. Viator's College, Bourbonnais Grove, Ill.....	5			3		2	
27 Blackburn University, Carlinville, Ill.....	3					3	
28 Carthage College, Carthage, Ill.....	9	0		6			
29 St. Ignatius College, Chicago, Ill.....	4	0		4			
30 University of Chicago, Chicago, Ill.....	64	5		8		8	2
31 Eureka College, Eureka, Ill.....	1	0					
32 Northwestern University, Evanston, Ill.....	131	2	4	16		12	2
33 Knox College, Galesburg, Ill.....	26	0		11		5	
34 Lombard University, Galesburg, Ill.....	7	1	A1	4			
35 Illinois College, Jacksonville, Ill.....	5	8		3		1	2
36 McKendree College, Lebanon, Ill.....	33	3		4		1	
37 Monmouth College, Monmouth, Ill.....	44	1		29			
38 Northwestern College, Naperville, Ill.....	5	1		2		1	
39 Augustana College, Rock Island, Ill.....	0	0					
40 Shurtleff College, Upper Alton, Ill.....	21	5		6		3	2
41 Illinois Industrial University, Urbana, Ill.....	0	0					
42 Westfield College, Westfield, Ill.....	10			2		2	
43 Wheaton College, Wheaton, Ill.....	49	2		5		2	2
44 Indiana University, Bloomington, Ind.....	18	0		14			
45 Fort Wayne College, Fort Wayne, Ind.....	3	0					
46 Franklin College, Franklin, Ind.....	8			3		1	
47 Hanover College, Hanover, Ind.....	15	10		10		8	
48 Hartsville University, Hartsville, Ind.....	6	0		3			
49 Butler University, Irvington, Ind.....	7	3		3		1	1
50 Smithson College, Logansport, Ind.....	5			1			
51 Union Christian College, Merom, Ind.....	3						
52 Moore's Hill College, Moore's Hill, Ind.....	8	1				1	
53 Earlham College, Richmond, Ind.....	11	0		5		1	
54 Ridgeville College, Ridgeville, Ind.....	2			1			

a Degrees not specified.

b 2 are "mistress of arts" and 2 "mistress of science."

c These are "mistress of arts."

d Also 2 M. L.

e Ad eundem degree.

f This is "mistress of science."

TABLE XV.—PART 1.—Degrees conferred in

NOTE.—0 shows that no degrees were

Institutions and locations.			All classes.		Letters.				
			All degrees.						
			In course.	Honorary.	In course, L. B.	In course.	Honorary.	In course.	Honorary.
1			2	3		4	5	6	7	8
55	Norwegian Luther College, Decorah, Iowa.....		9	0		9			
56	University of Des Moines, Des Moines, Iowa.....		0	0					
57	Upper Iowa University, Fayette, Iowa.....		5	1		15			
58	Simpson Centenary College, Indianola, Iowa.....		43	1				7	
59	Iowa State University, Iowa City, Iowa.....	a123	3			15		7	
60	German College, Mt. Pleasant, Iowa.....		0	0					
61	Iowa Wesleyan University, Mt. Pleasant, Iowa.....		34	0		13		12	
62	Cornell College, Mt. Vernon, Iowa.....		36	1		10		9	
63	Oskaloosa College, Oskaloosa, Iowa.....	b12	0			4			
64	Penn College, Oskaloosa, Iowa.....		1	0					
65	Central University of Iowa, Pella, Iowa.....		7	1		6			
66	Tabor College, Tabor, Iowa.....		0	0					
67	Western College, Western College, Iowa.....		14			3		7	
68	Baker University, Baldwin City, Kans.....		2	2		1			
69	Highland University, Highland, Kans.....		3	0		1		1	
70	University of Kansas, Lawrence, Kans.....		10	0		6			
71	Kansas State Agricultural College, Manhattan, Kans.....		4	0					
72	St. Mary's College, St. Mary's, Kans.....		0	0					
73	Washburn College, Topeka, Kans.....		0	0					
74	St. Joseph's College, Bardstown, Ky.....		0	0					
75	Berea College, Berea, Ky.....		2			2			
76	Cecilian College, Cecilian Junction, Ky.....		6		c15	6			
77	Centre College, Danville, Ky.....		12	2		11		1	1
78	Eminence College, Eminence, Ky.....		8	1		6		1	
79	Kentucky Military Institute, Farmdale, Ky.....		d9	1		4			
80	Georgetown College, Georgetown, Ky.....		9	1		7			
81	Kentucky University, Lexington, Ky.....	e27							
82	Kentucky Classical and Business College, North Middletown, Ky.....		0	0					
83	Bethel College, Russellville, Ky.....		3	2		3			
84	Centenary College of Louisiana, Jackson, La.....		2	1		2			1
85	Jefferson College (St. Mary's), St. James, La.....		2			2			
86	Bowdoin College, Brunswick, Me.....		87	f1		29	f1	20	
87	Bates College, Lewiston, Me.....		3			(g)		(g)	
88	Maine State College of Agriculture and Mechanic Arts, Orono, Me.....		16						
89	Colby University, Waterville, Me.....		24	4		19		5	3
90	St. John's College, Annapolis, Md.....		44	1		44			
91	United States Naval Academy, Annapolis, Md.....		0	0					
92	Johns Hopkins University, Baltimore, Md.....		0	0					
93	Maryland Agricultural College, College Station, Md.....		6	0				3	
94	Frederick College, Frederick, Md.....		0	0					
95	Western Maryland College, Westminster, Md.....		6	2				6	1
96	Amherst College, Amherst, Mass.....		89	10		76		13	6
97	Massachusetts Agricultural College, Amherst, Mass.....		19	0					
98	Boston University, Boston, Mass.....		153	0		25		1	
99	Massachusetts Institute of Technology, Boston, Mass.....			0					
100	Harvard University, Cambridge, Mass.....		322	6		170		9	2
101	Tufts College, College Hill, Mass.....		29	0		16		5	
102	Williams College, Williamstown, Mass.....		44	6		35		9	
103	College of the Holy Cross, Worcester, Mass.....		14			14			
104	Worcester County Free Institute of Industrial Science, Worcester, Mass.....		23						
105	Adrian College, Adrian, Mich.....		5	2				1	
106	University of Michigan, Ann Arbor, Mich.....		362	0		39		24	

a Includes 4 "bachelor of didactics."

b Includes 4 conferred on completion of normal course.

c Commercial diplomas.

d Includes 1 B. E. (bachelor of English) and 4 B. C. S. (bachelor of commercial science).

e Degrees not specified; also 40 on completion of commercial course.

f Ad eundem degree.

g These degrees conferred, but the number of each not specified.

TABLE XV.—PART 1.—Degrees conferred in

NOTE.—0 shows that no degrees were

Institutions and locations.		All classes.		Letters.			
		All degrees.		A. B.		A. M.	
		In course.	Honorary.	In course, L. B.	In course.	Honorary.	In course.
1		2	3	4	5	6	7
107	Hilldale College, Hillsdale, Mich	16	6		7		4
108	Hope College, Holland City, Mich	8	0		4		4
109	Kalamazoo College, Kalamazoo, Mich	5	0		1		
110	Michigan State Agricultural College, Lansing, Mich	15	1				
111	Olivet College, Olivet, Mich	8	2		2		2
112	University of Minnesota, Minneapolis, Minn	16	0	3	9		
113	Carleton College, Northfield, Minn	4	0		3		
114	St. John's College, St. Joseph, Minn	29	0				
115	Mississippi College, Clinton, Miss	10	0	2	3		
116	University of Mississippi, Oxford, Miss	5	6		4		
117	Alcorn University, Rodney, Miss	0	0				
118	St. Vincent's College, Cape Girardeau, Mo	26	0		1		1
119	University of the State of Missouri, Columbia, Mo	250	1	2	4		3
120	Central College, Fayette, Mo	4			1		1
121	Lincoln College, Greenwood, Mo	2	0				
122	Woodland College, Independence, Mo	8			8		
123	William Jewell College, Liberty, Mo	2	2		2		
124	Baptist College, Louisiana, Mo	1					1
125	St. Louis University, St. Louis, Mo	5	0		3		2
126	Washington University, St. Louis, Mo	27	0				1
127	Drury College, Springfield, Mo	2			1		
128	Central Wesleyan College, Warrenton, Mo	d3	d2				
129	Doane College, Crete, Nebr	3	0		3		
130	Nebraska College, Nebraska City, Nebr	2					
131	Dartmouth College, Hanover, N. H	39	9		(e)		(e)
132	Stevens Institute of Technology, Hoboken, N. J	10	1				6
133	Rutgers College, New Brunswick, N. J	58			15		28
134	College of New Jersey, Princeton, N. J	159	9		98		50
135	St. Stephen's College, Annandale, N. Y	14	1		10		4
136	Wells College, Aurora, N. Y	5	0		2		
137	Brooklyn Collegiate and Polytechnic Institute, Brooklyn, N. Y	1	0				
138	St. Lawrence University, Canton, N. Y	5	0		4		
139	Elmira Female College, Elmira, N. Y	8			8		
140	St. John's College, Fordham, N. Y	16	1		5		11
141	Hobart College, Geneva, N. Y	5	1		1		4
142	Madison University, Hamilton, N. Y	32	6		18		11
143	Cornell University, Ithaca, N. Y	67	0	3	9		
144	Ingham University, Le Roy, N. Y	14	2		14		2
145	College of St. Francis Xavier, New York, N. Y	24	0		18		6
146	Columbia College, New York, N. Y	218	7		26		25
147	Cooper Union Free Night Schools of Science and Art, New York, N. Y	0	0				
148	University of the City of New York, New York, N. Y	237	6		10		1
149	Vassar College, Poughkeepsie, N. Y	45	0		45		
150	University of Rochester, Rochester, N. Y	44	2		33		8
151	Union University, Schenectady, N. Y	148	13		28		3
152	Syracuse University, Syracuse, N. Y	40	2		10		7
153	University of North Carolina, Chapel Hill, N. C	5	10				5
154	Davidson College, Davidson College, N. C		3				
155	Rutherford College, Excelsior, N. C	0	4				2
156	North Carolina College, Mt. Pleasant, N. C	7	3		3		4
157	Wake Forest College, Wake Forest, N. C	6	3	1	3		1
158	Buchtel College, Akron, Ohio	11	3		1		1
159	Ohio University, Athens, Ohio	12			6		3
160	Baldwin University, Berea, Ohio	9	1		6		
161	German Wallace College, Berea, Ohio	4	0		2		
162	St. Xavier College, Cincinnati, Ohio	11			7		4

a These are "master of accounts."

b Includes 4 conferred in commercial course.

c Includes 7 "bachelor of horticulture" and 1 "bachelor of pedagoga."

d Degrees not specified.

e These degrees conferred, but the number of each not specified.

f These are "mechanical engineer."

77 by universities, colleges, &c.—Continued.

ferred; indicates none returned.

Science.										Philosophy.		Art.		Theology.	Medicine.		Law.				
B.	Sc. M.	E.		B. C. E. & C. E.		B. Agt.		B. M. E. & M. E.		Ph. B.	Ph. D.	Mus. B.		Mus. D.		D. S.		Ph. G.			
Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.		
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
																1				1	107
									3							2					108
	1	1																			109
																					110
																					111
																					112
																					113
																					114
																5					115
																					116
																					117
	2		2		2				1								5				118
									2											14	119
																					120
																					121
																1					122
																				1	123
																					124
									1												125
																				21	126
																					127
																					128
																					129
															2						130
																1	22			1	131
																					132
																					133
g1																2				2	134
																1					135
																					136
																					137
																					138
																					139
																				1	140
																					141
																					142
																					143
																					144
																					145
																31	118			3	146
																					147
																					148
																3	154			57	149
																					150
																2					151
																4	133			74	152
																2	14				153
																3					154
																2				1	155
																3					156
																2					157
																1					158
	2	1																			159
																					160
																1					161
																					162

g This is "doctor of science."

h These are M. Ph. (mistress of philosophy).

i Ad eundem degree.

j This is S. T. D. (doctor of sacred theology).

k Includes 2 honorary.

l These are degrees in painting.

TABLE XV.—PART 1.—Degrees conferred in

NOTE.—0 shows that no degree was

Institutions and locations.	All classes.		Letters.			
	All degrees.		A. B.		A. M.	
	In course.	Honorary.	In course, L. B.	In course.	Honorary.	In course.
1	2	3	4	5	6	7
163 University of Cincinnati, Cincinnati, Ohio.....	7	0	...	5	...	...
164 Farmers' College, College Hill, Ohio.....	2	1	...	2	...	1
165 Ohio Wesleyan University, Delaware, Ohio.....	51	3	...	27	...	1
166 Kenyon College, Gambier, Ohio.....	6	4	...	6	...	...
167 Denison University, Granville, Ohio.....	11	1	...	10	...	...
168 Hiram College, Hiram, Ohio.....	7	...	...	3	...	1
169 Western Reserve College, Hudson, Ohio.....	15	0	...	15	...	...
170 Marietta College, Marietta, Ohio.....	24	6	...	14	...	2
171 Franklin College, New Athens, Ohio.....	2	2	...	2	...	...
172 Muskingum College, New Concord, Ohio.....	11	1	...	5	...	...
173 Oberlin College, Oberlin, Ohio.....	36	0	...	23	...	...
174 McCorkle College, Sage, Ohio.....	2	...	...	2	...	...
175 One Study University, Scio, Ohio.....	6	2	...	...	6	1
176 Wittenberg College, Springfield, Ohio.....	19	5	...	9	...	1
177 Heidelberg College, Tiffin, Ohio.....	10	0	...	4	...	...
178 Urbana University, Urbana, Ohio.....	2	...	...	1	...	...
179 Otterbein University, Westerville, Ohio.....	13	2	...	4	...	1
180 Geneva College, West Geneva, Ohio.....	10	...	...	6	...	...
181 Willoughby College, Willoughby, Ohio.....	2	3	...	2	...	3
182 Wilberforce University, Xenia, Ohio.....	3	...	...	1	...	...
183 Antioch College, Yellow Springs, Ohio.....	3	0	...	3	...	...
184 Corvallis College, Corvallis, Oreg.....	5	5	...	...	1	...
185 Christian College, Monmouth, Oreg.....	9	...	...	2	...	1
186 Philomath College, Philomath, Oreg.....	6	0	...	...	3	...
187 Willamette University, Salem, Oreg.....	14	1	...	7	...	...
188 Muhlenberg College, Allentown, Pa.....	17	1	...	10	...	1
189 Lebanon Valley College, Annville, Pa.....	11	1	...	2	...	1
190 Dickinson College, Carlisle, Pa.....	16	3	...	11	...	1
191 Lafayette College, Easton, Pa.....	83	3	...	40	...	2
192 Ursinus College, Freehold (Collegeville post-office), Pa.....	8	...	...	6	...	...
193 Pennsylvania College, Gettysburg, Pa.....	39	3	...	24	...	1
194 Thiel College, Greenville, Pa.....	2	3	...	2	...	3
195 Haverford College, Haverford College, Pa.....	11	1	...	6	...	1
196 Monongahela College, Jefferson, Pa.....	5	1	...	1	...	2
197 Franklin and Marshall College, Lancaster, Pa.....	19	3	...	13	...	6
198 Allegheny College, Meadville, Pa.....	13	2	...	13	...	...
199 Mercersburg College, Mercersburg, Pa.....	6	...	...	6	...	...
200 Westminster College, New Wilmington, Pa.....	25	3	...	17	...	...
201 St. Joseph's College, Philadelphia, Pa.....	0	6	...	...	...	...
202 University of Pennsylvania, Philadelphia, Pa.....	204	5	...	21	...	12
203 Western University of Pennsylvania, Pittsburg, Pa.....	12	0	...	8	...	...
204 Lehigh University, South Bethlehem, Pa.....	68	0	...	...	...	...
205 Pennsylvania State College, State College, Pa.....	3	...	...	3	...	...
206 Swarthmore College, Swarthmore, Pa.....	6	...	...	5	...	...
207 Augustinian College of St. Thomas of Villanova (Villanova post-office), Pa.....	3	...	...	3	...	...
208 Washington and Jefferson College, Washington, Pa.....	21	3	...	12	...	4
209 Brown University, Providence, R. I.....	72	2	...	31	...	2
210 College of Charleston, Charleston, S. C.....	5	...	...	4	...	1
211 Erskine College, Due West, S. C.....	14	3	...	14	...	...
212 Newberry College, Newberry, S. C.....	5	0	...	5	...	...
213 Wofford College, Spartanburg, S. C.....	15	...	...	11	...	3
214 East Tennessee Wesleyan University, Athens, Tenn.....	42	2	...	...	...	...
215 Beech Grove College, Beech Grove, Tenn.....	1	...	...	1	...	...
216 King College, Bristol, Tenn.....	3	0	...	3	...	...
217 Hiwassee College, Hiwassee College, Tenn.....	12	3	...	6	...	3
218 Southwestern Baptist University, Jackson, Tenn.....	1	...	...	1	...	...
219 East Tennessee University, Knoxville, Tenn.....	19	2	...	10	...	1
220 Cumberland University, Lebanon, Tenn.....	50	...	...	6	...	...
221 Bethel College, McKenzie, Tenn.....	1	1	...	...	...	...
222 Manchester College, Manchester, Tenn.....	1	...	...	...	...	1
223 Maryville College, Maryville, Tenn.....	5	1	...	3	...	...

a These are M. L. A.

b These are "masters of art."

1877 by universities, colleges, &c.—Continued.

conferred; indicates none returned.

Science.										Philosophy.				Art.		Theol- ogy.	Medicine.			Law.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
Sc. B.		Sc. M.		In course, B. C. E. & C. E.		In course, B. Agr.		In course, B. M. E. & M. E.		In course, B. Arch.		In course, C. & M. E.		In course, D. E.		Ph. B.		Ph. D.		In course, Mus. B. Honorary, Mus. D.		In course, D. B. Honorary, D. D.		In course, M. D. In course, D. D. S.		In course, Ph. G.		In course, LL. B. Honorary, LL. D.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
In course.	Honorary.	In course.	Honorary.													In course.	Honorary.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					</

e Include one degree of "analytical chemist."

d These are M. B. L.

TABLE XV.—PART 1.—Degrees conferred in

NOTE.—0 shows that no degrees were

Institutions and locations.		All classes.		Letters.					
		All degrees.		In course, L. B.	A. B.		A. M.		
		In course.	Honorary.		In course.	Honorary.	In course.	Honorary.	
1	2	3	4	5	6	7	8		
224 Christian Brothers' College, Memphis, Tenn.	d2	0		1		1			
225 Mosheim Institute, Mosheim, Tenn.	4	0		4					
226 Mossy Creek Baptist College, Mossy Creek, Tenn.	6	1		4		2			
227 Central Tennessee College, Nashville, Tenn.	0	1							
228 Fisk University, Nashville, Tenn.	3	0		2					
229 Vanderbilt University, Nashville, Tenn.	62			1					
230 University of the South, Sewanee, Tenn.	4	1		1					
231 Greeneville and Tusculum College, Tusculum, Tenn.	3	3		3			2		
232 Texas Military Institute, Austin, Tex.	(c)	0		0					
233 Baylor University, Independence, Tex.	10	0		4					
234 Mansfield Male and Female College, Mansfield, Tex.	9			9					
235 Waco University, Waco, Tex.	13	2		7					
236 University of Vermont and State Agricultural College, Burlington, Vt.	49	4		8		2	2		
237 Middlebury College, Middlebury, Vt.	19	5		13		6	2		
238 Norwich University, Northfield, Vt.	d3								
239 Randolph Macon College, Ashland, Va.	1					1			
240 Virginia Agricultural and Mechanical College, Blacksburg, Va.	(e)	0							
241 Hampden Sidney College, Hampden Sidney, Va.	12	0		12					
242 Hampton Normal and Agricultural Institute, Hampton, Va.	(f)	0							
243 Virginia Military Institute, Lexington, Va.	g33								
244 Washington and Lee University, Lexington, Va.	24			5		5			
245 Richmond College, Richmond, Va.	0	0							
246 University of Virginia, University of Virginia, Va.	37	0		1					
247 College of William and Mary, Williamsburg, Va.	3	4		2					
248 West Virginia College, Flemington, W. Va.	0	0							
249 West Virginia University, Morgantown, W. Va.	9			6					
250 Lawrence University, Appleton, Wis.	16	2							
251 Beloit College, Beloit, Wis.	26			21		5			
252 University of Wisconsin, Madison, Wis.	42		2	5					
253 Milton College, Milton, Wis.	9	1				5			
254 Racine College, Racine, Wis.	9	5		4		5			
255 Ripon College, Ripon, Wis.	12	0		7		1			
256 Georgetown University, Georgetown, D. C.	24	3		6		1	3		
257 Columbian University, Washington, D. C.	1		(j)	(j)					
258 Howard University, Washington, D. C.	3	0		3					
259 National Deaf-Mute College, Washington, D. C.	3	1		2					
260 Holy Angels' College, Vancouver, Wash. Ter.	0								

a Also 4 diplomas to young men as "accountants."

b This is D. C. L.

c Degree of "graduate" on five students.

d Degrees not specified.

e 9 "graduate in agriculture" and 7 "graduate in agriculture and mechanics."

STATISTICAL TABLES.

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1877 by universities, colleges, &c.—Continued.

conferred; indicates none returned.

Science.										Philosophy.		Art.		Theology.	Medicine.		Law.	
Sc. B.		Sc. M.		Sc. E.		Sc. E. & C. E.		Sc. Agr.		Ph. B.		Ph. D.						
In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
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260																		

f There were 52 graduates.

g These are "graduate Virginia Military Institute."

h This is B. M. M. (bachelor of mining and metallurgy).

i These are S. T. D.

j These degrees conferred, but the number of each not specified.

TABLE XV.—PART 2.—Degrees conferred in 1877 by professional schools not connected with universities and colleges.

[The following are the explanations of abbreviations used in Part 2 of this table: D. B., Bachelor of Divinity; D. D., Doctor of Divinity; M. D., Doctor of Medicine; D. D. S., Doctor of Dental Surgery; Ph. G., Graduate in Pharmacy; LL. B., Bachelor of Laws; LL. D., Doctor of Laws.]

Institutions and locations.	Degrees of all classes in course.	Theology.		Medicine.			Law.	
		In course, D. B.	Honorary, D. D.	In course, M. D.	In course, D. D. S.	In course, Ph. G.	In course, LL. B.	Honorary, LL. D.
1	2	3	4	5	6	7	8	9
SCHOOLS OF THEOLOGY.								
1 Theological Department of Talladega College, Talladega, Ala.	3	3						
2 Pacific Theological Seminary, Oakland, Cal.	0							
3 San Francisco Theological Seminary, San Francisco, Cal.	3	3						
4 Theological Institute of Connecticut, Hartford, Conn.	a5							
5 Berkeley Divinity School, Middletown, Conn.	a8							
6 Augusta Institute, Augusta, Ga.	0							
7 Baptist Union Theological Seminary, Chicago, Ill.	a18							
8 Chicago Theological Seminary, Chicago, Ill.	10	10						
9 Presbyterian Theological Seminary of the Northwest, Chicago, Ill.	a12							
10 Garrett Biblical Institute, Evanston, Ill.	5	5						
11 Wartburg Seminary, Mendota, Ill.	0							
12 Augustana Theological Seminary, Rock Island, Ill.	a10							
13 Concordia College, Springfield, Ill.	0							
14 Danville Theological Seminary, Danville, Ky.	a4							
15 Southern Baptist Theological Seminary, Louisville, Ky.	a5							
16 Bangor Theological Seminary, Bangor, Me.	0							
17 Centenary Biblical Institute, Baltimore, Md.	0							
18 Theological Seminary, Andover, Mass.	a20							
19 Episcopal Theological School, Cambridge, Mass.	8	8						
20 Newton Theological Institution, Newton Centre, Mass.	a16							
21 Concordia College, St. Louis, Mo.	38	38						
22 German Theological School of Newark, N. J., Bloomfield, N. J.	0							
23 Drew Theological Seminary, Madison, N. J.	a35							
24 Theological Seminary of the Reformed Church in America, New Brunswick, N. J.	a12							
25 Theological Seminary of the Presbyterian Church, Princeton, N. J.	a38							
26 Auburn Theological Seminary, Auburn, N. Y.	a15							
27 The Tabernacle Lay College, Brooklyn, N. Y.	a16							
28 Newburgh Theological Seminary, Newburgh, N. Y.	a2							
29 General Theological Seminary, New York, N. Y.	a18	b1						
30 Union Theological Seminary, New York, N. Y.	a46							
31 Rochester Theological Seminary, Rochester, N. Y.	a25							
32 Seminary of Our Lady of Angels, Suspension Bridge, N. Y.	a15							
33 St. Joseph's Provincial Seminary, Troy, N. Y.	a11							
34 Lane Theological Seminary, Cincinnati, Ohio.	0							
35 St. Mary's Theological Seminary, Cleveland, Ohio.	a28							
36 Union Biblical Seminary, Dayton, Ohio.	a6							
37 Heidelberg Theological Seminary, Tiffin, Ohio.	0							
38 United Presbyterian Theological Seminary, Xenia, Ohio.	a10							
39 Theological Seminary of the United Presbyterian Church, Allegheny City, Pa.	a24							
40 Western Theological Seminary, Allegheny City, Pa.	0							
41 Moravian Theological Seminary, Bethlehem, Pa.	d12	10						
42 Theological Seminary of the Evangelical Lutheran Church, Gettysburg, Pa.	a10							
43 Theological Seminary of the Reformed Church, Lancaster, Pa.	a13							
44 Meadville Theological Seminary, Meadville, Pa.	2	2						
45 Divinity School of the P. E. Church, Philadelphia, Pa.	a4							
46 Theological Seminary of the Evangelical Lutheran Church, Philadelphia, Pa.	a14							
47 Crozer Theological Seminary, Upland, Pa.	(e)							
48 Theological Seminary of the Presbyterian Church, Columbia, S. C.	a9							

a Number of graduates reported.

b This was "bachelor of sacred theology."

c Number ordained during the year.

d Includes 2 A. M.

e There were 11 full graduates, also 4 partial.

TABLE XV.—PART 2.—Degrees conferred in 1877 by professional schools, &c.—Continued.

	Institutions and locations.	Degrees of all classes in course.	Theology.		Medicine.			Law.	
			In course, D. B.	Honorary, D. D.	In course, M. D.	In course, D. D. S.	In course, Ph. G.	In course, LL. B.	Honorary, LL. D.
	1	2	3	4	5	6	7	8	9
49	Union Theological Seminary, Hampden Sidney, Va.	a26							
50	Protestant Episcopal Theological Seminary, Theological Seminary, Va.	a10							
51	Nashotah House, Nashotah, Wis.	7	7						
52	Seminary of St. Francis of Sales, St. Francis Station, Wis.	a22							
53	Wayland Seminary, Washington, D. C.	a12							
SCHOOLS OF LAW.									
54	Union College of Law of the University of Chicago and the Northwestern University, Chicago, Ill.	41						41	
55	School of Law of the University of Maryland, Baltimore, Md.	21						21	
56	Law School of the Cincinnati College, Cincinnati, Ohio.	26						26	
SCHOOLS OF MEDICINE.									
57	Medical College of Alabama, Mobile, Ala.	15			15				
58	Medical College of the Pacific, San Francisco, Cal.	13			13				
59	Medical Department, University of California, San Francisco, Cal.	15			15				
60	Atlanta Medical College, Atlanta, Ga.	22			22				
61	Rush Medical College, Chicago, Ill.	117			117				
62	Medical College of Evansville, Evansville, Ind.	8			8				
63	Indiana Medical College, Indianapolis, Ind.	28			28				
64	College of Physicians and Surgeons, Keokuk, Iowa.	c117			c117				
65	Hospital College of Medicine, Louisville, Ky.	20			20				
66	Kentucky School of Medicine, Louisville, Ky.	80			80				
67	Louisville Medical College, Louisville, Ky.	70			70				
68	Medical Department of the University of Louisiana, New Orleans, La.	e35			e35				
69	College of Physicians and Surgeons, Baltimore, Md.	65			65				
70	University of Maryland, School of Medicine, Baltimore, Md.	50			50				
71	Detroit Medical College, Detroit, Mich.	30			30				
72	St. Joseph Hospital Medical College, St. Joseph, Mo.	5			5				
73	Missouri Medical College, St. Louis, Mo.	f73			f73				
74	St. Louis Medical College, St. Louis, Mo.	51			51				
75	Medical Department, University of Buffalo, Buffalo, N. Y.	31			31				
76	Bellevue Hospital Medical College, New York, N. Y.	130			130				
77	Woman's Medical College of the New York Infirmary, New York, N. Y.	12			12				
78	Cincinnati College of Medicine and Surgery, Cincinnati, Ohio.	58			58				
79	Medical College of Ohio, Cincinnati, Ohio.	80			80				
80	Miami Medical College, Cincinnati, Ohio.	35			35				
81	Columbus Medical College, Columbus, Ohio.	34			34				
82	Starling Medical College, Columbus, Ohio.	g16			g16				
83	Jefferson Medical College, Philadelphia, Pa.	198			198				
84	Medical College of the State of South Carolina, Charleston, S. C.	h19			17	2			
85	Medical College of Virginia, Richmond, Va.	13			13				
86	College of American Medicine and Surgery, Macon, Ga.	4			4				
87	Bennett Medical College, Chicago, Ill.	33			33				
88	Eclectic Medical College of the City of New York, New York, N. Y.	26			26				
89	Eclectic Medical Institute, Cincinnati, Ohio.	121			121				
90	Chicago Homoeopathic College, Chicago, Ill.	15			15				
91	Hahnemann Medical College, Chicago, Ill.	44			44				
92	Homoeopathic Medical College of Missouri, St. Louis, Mo.	13			13				

a Number of graduates reported.

b The only department reporting degrees conferred.

c Includes 1 ad eundem.

d Is the medical department of Central University, but the only department reporting degrees.

e Includes degrees of "master in pharmacy."

f Includes 3 ad eundem and 2 honorary.

g Includes 1 honorary.

h Also 1 license to practice conferred.

TABLE XV.—PART 2.—Degrees conferred in 1877 by professional schools, &c.—Continued.

	Institutions and locations.	Degrees of all classes in course.	Theology.		Medicine.			Law.	
			In course, D. B.	Honorary, D. D.	In course, M. D.	In course, D. D. S.	In course, Ph. G.	In course, LL. B.	Honorary, LL. D.
	1	2	3	4	5	6	7	8	9
93	Missouri School of Midwifery and Diseases of Women and Children, St. Louis, Mo.	a10							
94	New York Homœopathic Medical College, New York, N. Y.	39			39				
95	Pulte Medical College, Cincinnati, Ohio	25			25				
96	Homœopathic Hospital College, Cleveland, Ohio	38			38				
97	Hahnemann Medical College, Philadelphia, Pa.	b53			b53				
98	Baltimore College of Dental Surgery, Baltimore, Md.	19			19				
99	Maryland Dental College, Baltimore, Md.	17			17				
100	Boston Dental College, Boston, Mass.	21			21				
101	Missouri Dental College, St. Louis, Mo.	5			5				
102	New York College of Dentistry, New York, N. Y.	14			14				
103	Ohio College of Dental Surgery, Cincinnati, Ohio	8			8				
104	Pennsylvania College of Dental Surgery, Philadelphia, Pa.	34			34				
105	Philadelphia Dental College, Philadelphia, Pa.	40			40				
106	California College of Pharmacy, San Francisco, Cal.	4				4			
107	Chicago College of Pharmacy, Chicago, Ill.	5				5			
108	Louisville College of Pharmacy, Louisville, Ky.	5				5			
109	Maryland College of Pharmacy, Baltimore, Md.	11				11			
110	Massachusetts College of Pharmacy, Boston, Mass.	75				75			
111	St. Louis College of Pharmacy, St. Louis, Mo.	16				16			
112	College of Pharmacy of the City of New York, New York, N. Y.	55				55			
113	Cincinnati College of Pharmacy, Cincinnati, Ohio	13				13			
114	Philadelphia College of Pharmacy, Philadelphia, Pa.	88				88			
115	Tennessee College of Pharmacy, Nashville, Tenn.	c2				c2			
116	National College of Pharmacy, Washington, D. C.	d5				d5			

a Doctor of midwifery.
b Includes 2 honorary.

c These are "pharmaceutical chemist."
d These are "doctor of pharmacy."

TABLE XV.—PART 3.—Degrees conferred in 1877 by schools for the superior instruction of women.

[The following are the explanations of abbreviations used in Part 3 of this table: A. B., Graduate in Arts; A. M., Mistress of Arts; B. L. A., Graduate in Liberal Arts; B. L., Graduate in Letters; M. L. A., Mistress of Liberal Arts; M. E. L., Mistress of English Literature; M. Ph., Mistress of Philosophy; M. P. L., Mistress of Polite Literature; B. Sc., Graduate in Science; M. S., Mistress of Music.]

	Institutions and locations.	All degrees.											
		In course.	Honorary.	A. B.	A. M.	B. L. A.	B. L.	M. L. A.	M. E. L.	M. Ph.	M. P. L.	B. Sc.	Mis. Mus.
	1	2	3	4	5	6	7	8	9	10	11	12	13
1	Union Female College, Eufaula, Ala.	8			8								
2	Florence Synodical Female College, Florence, Ala.	9						9					
3	Marion Female Seminary, Marion, Ala. ..	10			10								
4	Alabama Central Female College, Tuscaloosa, Ala.	29											
5	Alabama Conference Female College, Tuskegee, Ala.	8							8				
6	Wesleyan Female College, Wilmington, Del.	10		12					7				
7	Lucy Cobb Institute, Athens, Ga.	12					9		3				
8	Southern Masonic Female College, Covington, Ga.	8		8									
9	Dalton Female College, Dalton, Ga.	11							11				
10	Monroe Female College, Forsyth, Ga.	12		12									
11	Griffin Female College, Griffin, Ga.	11			11								
12	Wesleyan Female College, Macon, Ga.	37		28	9								
13	College Temple, Newnan, Ga.	12			12								
14	Young Female College, Thomasville, Ga.	10		10									
15	Highland College for Women, Highland Park, Ill.	7					7						
16	Illinois Female College, Jacksonville, Ill.	16						6	10				
17	St. Mary's School, Knoxville, Ill.	2		2									
18	De Pauw Female College, New Albany, Ind.	7							7				
19	College of the Sisters of Bethany, Topeka, Kans.	6	b1	6									
20	Bethel Female College, Hopkinsville, Ky.	8			4							4	
21	Lexington Baptist Female College, Lexington, Ky.	9			9								
22	Millersburg Female College, Millersburg, Ky.	11			1				10				
23	Mt. Sterling Female College, Mt. Sterling, Ky.	6							6				
24	Bourbon Female College, Paris, Ky.	7			7								
25	Logan Female College, Russellville, Ky.	2			1				1				
26	Shelbyville Female College, Shelbyville, Ky.	6			6								
27	Stanford Female College, Stanford, Ky.	3		1					2				
28	Silliman Female Collegiate Institute, Clinton, La.	3							3				
29	Mansfield Female College, Mansfield, La.	5			2				3				
30	Maine Wesleyan Seminary and Female College, Kent's Hill, Me.	8		4	4								
31	Waterville Classical Institute, Waterville, Me.	6					6						
32	Baltimore Female College, Baltimore, Md.	9		2	3				4				
33	Minneapolis Female Seminary, Minneapolis, Minn.	9			2							7	
34	Whitworth Female College, Brookhaven, Miss.	21			1				20				
35	Franklin Female College, Holly Springs, Miss.	4			4								
36	Meridian Female College, Meridian, Miss.	6							6				
37	Union Female College, Oxford, Miss.	11			6							5	
38	Stephens College, Columbia, Mo.	0											
39	Independence Female College, Independence, Mo.	4										4	
40	St. Louis Seminary, Jennings, Mo.	21											
41	Central Female College, Lexington, Mo.	4							4				
42	St. Joseph Female College, St. Joseph, Mo.	2						2					
43	New Hampshire Conference Seminary and Female College, Tilton, N. H.	8						8					

a With the degree of graduate.

b The degree of D. D.

c Degree not specified.

TABLE XV.—PART 3.—Degrees conferred in 1877 by schools, &c.—Continued.

	Institutions and locations.	All degrees.		A. B.	A. M.	B. L. A.	B. L.	M. L. A.	M. E. L.	M. Ph.	M. P. L.	B. Sc.	Mia. Mus.
		In course.	Honorary.										
	1	2	3	4	5	6	7	8	9	10	11	12	13
44	Tilden Ladies' Seminary, West Lebanon, N. H.	a10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
45	Bordentown Female College, Bordentown, N. J.	4	.....	.....	.....	.....	.....	.....	4	.....	.....	.....	.....
46	Wesleyan Female College, Murfreesboro', N. C.	17	.....	14	.....	.....	.....	.....	3	.....	.....	.....	.....
47	Thomasville Female College, Thomasville, N. C.	8	.....	2	.....	.....	6	.....	.....	.....	.....	.....	.....
48	Cincinnati Wesleyan College, Cincinnati, Ohio.	.....	.....	(b)	.....	.....	.....	.....	.....	.....	.....	(b)	.....
49	Glendale Female College, Glendale, Ohio.	11	.....	11	.....	.....	.....	.....	.....	.....	.....	.....	.....
50	Highland Institute, Hillsboro', Ohio.	6	.....	.....	.....	.....	6	.....	.....	.....	.....	.....	.....
51	Hillsboro' Female College, Hillsboro', Ohio.	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
52	Pennsylvania Female College, Collegeville, Pa.	.....	.....	(b)	(b)	.....	.....	.....	.....	.....	.....	(b)	.....
53	Irving Female College, Mechanicsburg, Pa.	4	.....	3	.....	.....	.....	.....	1	.....	.....	.....	.....
54	Pittsburgh Female College, Pittsburgh, Pa.	c10	.....	.....	.....	.....	.....	4	5	.....	.....	.....	.....
55	Due West Female College, Due West, S. C.	13	.....	13	.....	.....	.....	.....	.....	.....	.....	.....	.....
56	Williamston Female College, Williamston, S. C.	7	.....	.....	.....	7	.....	.....	.....	.....	.....	.....	.....
57	Wesleyan Female College, Brownsville, Tenn.	d7	.....	.....	.....	.....	.....	.....	6	.....	.....	.....	.....
58	Bellevue Female College, Collierville, Tenn.	4	.....	.....	.....	.....	.....	.....	4	.....	.....	.....	.....
59	Cumberland Female College, McMinnville, Tenn.	4	.....	.....	4	.....	.....	.....	.....	.....	.....	.....	.....
60	State Female College, Memphis, Tenn.	19	.....	.....	7	.....	.....	.....	12	.....	.....	.....	.....
61	Murfreesboro' Female Institute, Murfreesboro', Tenn.	9	.....	.....	6	.....	.....	.....	3	.....	.....	.....	.....
62	Soule Female College, Murfreesboro', Tenn.	14	.....	.....	14	.....	.....	.....	.....	.....	.....	.....	.....
63	W. E. Ward's Seminary for Young Ladies, Nashville, Tenn.	42	.....	.....	42	.....	.....	.....	.....	.....	.....	.....	.....
64	Martin College, Pulaski, Tenn.	e7	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....
65	Rogersville Female College, Rogersville, Tenn.	7	.....	.....	.....	.....	.....	.....	.....	.....	7	.....	.....
66	Mary Sharp College, Winchester, Tenn.	18	.....	.....	17	1	.....	.....	.....	.....	.....	.....	.....
67	Chappell Hill Female College, Chappell Hill, Tex.	7	.....	.....	.....	.....	.....	.....	7	.....	.....	.....	.....
68	Dallas Female College, Dallas, Tex.	5	.....	.....	.....	.....	.....	.....	5	.....	.....	.....	.....
69	Andrew Female College, Huntsville, Tex.	3	.....	.....	.....	.....	.....	.....	.....	.....	3	.....	.....
70	Baylor Female College, Independence, Tex.	8	.....	.....	8	.....	.....	.....	.....	.....	.....	.....	.....
71	Vermont Methodist Seminary and Female College, Montpelier, Vt.	3	.....	.....	.....	.....	.....	1	2	.....	.....	.....	.....
72	Martha Washington College, Abingdon, Va.	9	.....	8	.....	.....	.....	.....	.....	.....	.....	1	.....
73	Albemarle Female Institute, Charlottesville, Va.	3	.....	.....	.....	.....	.....	.....	3	.....	.....	.....	.....
74	Episcopal Female Institute, Winchester, Va.	a11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
75	Wheeling Female College, Wheeling, W. Va.	.....	.....	(b)	(b)	.....	.....	.....	(b)	.....	.....	.....	.....
76	Milwaukee College, Milwaukee, Wis.	12	.....	12	.....	.....	.....	.....	.....	.....	.....	.....	.....

a Degrees not specified.

b These degrees conferred, but the number not reported.

c Includes 1 B. E. L. ("bachelor of English literature.")

d Includes 1 "graduate in French."

e Includes 6 on whom the degree of "graduate" was conferred.

TABLE XVI.—Statistics of additional public libraries numbering each 300 volumes or upwards for 1877; from replies to inquiries by the United States Bureau of Education.

[Explanations of abbreviations: Sch., school; Soc'l, social; Med., medical; Sci., scientific; Hist., historical; Pub., public; Y. M. C. A., Young Men's Christian Association; Mis., miscellaneous.]

Name.	Location.	Librarian or secretary.	When founded.	Free or subscription.	Class.	Number of volumes.	Volumes added during last library year.	Volumes issued during last library year.	Fund and income.		Yearly expenditure.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidental.
1	2	3	4	5	6	7	8	9	10	11	12	13
1 Santa Rosa Library	Santa Rosa, Cal.		1875	Sub.	Hist.	734	36	1,650		\$384	\$18	\$362
2 New London County Historical Society Library	New London, Conn.	C. G. Pressley	1877	Free.					\$0	300		200
3 Stafford Library Association	Stafford Springs, Conn.	R. B. Fowler	1876	Sub.	Mis.	929	67	2,800		130	80	13
4 Bennett Library Association	Bennett, Ill.	Mrs. Hannah W. Force	1867	Sub.	Mis.	774	1	1,293	0	43		76
5 Women's Club and Library Ass'n	Chicago, Ill.	Mrs. C. C. Everett Goss	1877	Sub.	Soc'l	1,105			300	300		
6 Chicago Historical Society Library	Chicago, Ill.	Albert D. Hager	1856	Free.	Hist.	2,289	2,289	414,713	664,000	3,269	649	4750
7 Free Public Library of Evanston	Evanston, Ill.	Lulu M. Hamister	1873	Free.	Pub.	2,791	275		0	1,487	649	757
8 Cedar Falls Public Library	Cedar Falls, Iowa	Fitzroy Sessions, secretary	1878	Free.	Pub.	1,500	1,500		0	850	300	650
9 Public Library and Reading Room	Council Bluffs, Ia.		1870	Sub.	Pub.	1,789	200	1,650	560	7319	729	756
10 Mt. Pleasant Public Library	Mt. Pleasant, Iowa	Mrs. C. T. Cole	1878	Sub.	Pub.	2,587	200	42,392	560	632	324	322
11 Henry County Institute of Science	Trenton, Iowa	Sarah M. Green	1870	Sub.	Sci.	1,200	166	1,400	0	201	313	53
12 State Penitentiary Library	Laurens, Kans.	John B. McCleery	1870	Sub.	Mis.	2,131	150	15,308	9300	380		
13 Olathe Library Association	Olathe, Kans.	A. Doud	1874	Sub.	Mis.	821	240	2,111		62	97	
14 East Machias Me. Library	East Machias, Me.	Joseph Harris	1874	Sub.	Pub.	340	69		0		17	
15 Franklin County Law Library	Farmington, Me.	J. C. Holman		(d)	Law	309						
16 Young Men's Christian Association Library	Leicester, Me.	F. F. Phillips	1865	Free.	Y. M. C. A.							
17 Library of the Medical and Chirurgical Faculty of Maryland.	Baltimore, Md.	George H. Rohé, M. D.	1799	Free	Med	2,800			0	315	165	150

† Free to the lawyers and law students of the county.

‡ Faculty was chartered.

§ To members of the faculty.

¶ Volumes and pamphlets.

‡ For home use only.

§ 1,800 volumes were also given to the library.

¶ For 1878.

§ State appropriation.

¶ Invested in books.

a The library was burned in 1871 and the present library founded in 1877.

b In Chicago city bonds and real estate, but not available until 1884.

c Total expenditure during the year except \$2,510 paid for new building.

TABLE XVI.—*Statistics of additional public libraries numbering each 300 volumes or upwards for 1877, &c.—Continued.*

Name.	Location.	Librarian or secretary.	When founded.	Free or subscription.	Class.	Number of volumes.	Volumes added during last library year.	Volumes issued during last library year.	Fund and income.		Yearly expenditure.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.
1	2	3	4	5	6	7	8	9	10	11	12	13
18 House of Angel Guardian	Boston, Mass.	Henry Blank	1851	Free.	Sch.	2,084	199			\$17,719	\$791	\$16,928
19 Farmers and Mechanics' Club	Holden, Mass.	W. H. Walker	1870	Mis.		1,100	40	700		9,200	2,550	
20 Malden Public Library	Malden, Mass.	William F. Merrill	1877	Free.	Pub.	313	100			69,377	45	18
21 North Hadley Library Association	North Hadley, Mass.	G. Myron Smith	1867	Sub.	Soc'l		21		\$0	42		
22 Ramford Library	North Woburn, Mass.	W. B. Perkins	1840	Sub.	Mis.	1,200	81			2,194		
23 The Snow Library	Orleans, Mass.	Miss M. Ellen Crosby	1878	Free.	Soc'l	791			5,000		1,028	3,100
24 Paxton Free Public Library	Paxton, Mass.	Sarah E. Wesson	1877	Free.	Pub.	746	746			419	335	84
25 Pembroke Free Library	Pembroke, Mass.	J. H. Temple, chairman of committee	187-	Free.	Soc'l	1,300	1,150			600		56
26 Pepperell Public Library	Pepperell, Mass.	W. F. Field, m. d., director	1877	Free.	Pub.	22,700	47		0	1,100	1,000	100
27 Graves Library	Sunderland, Mass.	Carrie E. Warner	1869	Free.	Soc'l	1,610			2,000	2,123	41	21
28 Tewksbury Public Library	Tewksbury, Mass.	Henry E. Warner	1878	Free.	Pub.					600		
29 Ladies' Library Association	Coltwater, Mich.	Eugenia Pruden	1869	Sub.	Soc'l	2,400	3			586	252	216
30 Houghton Library	Houghton, Mich.	Miss Anna Bolan	1860	Free.	Mis.	441	3			122		50
31 Taylor Library	East Derry, N. H.	Miss E. F. Billings	1878	Free.	Soc'l				1,000	609	231	447
32 Library Company of Burlington	Burlington, N. J.	Eliza J. Thomas	1758	Sub.		10,000	165	8,785				
33 Temple of Honor No. 10	Caldwell, N. J.	Marcus Harrison	1870	Free.			2					
34 Keyport Lyceum Library	Keyport, N. J.	Mrs. E. Maynard, Jr.	1875	Free.	Mis.	365	65	1,350	300	100	50	975
35 Barron Library	Woodbridge, N. J.	Anthony Schoder	1877	Free.	Mis.	2,238		2,866	31,000	23,400	2,729	19,378
36 Seymour Library Association	Auburn, N. Y.	Martha A. Bullard	1876	Sub.	Soc'l	5,963			30,000	2,115		800
37 Harnar Reading Room	Harnar, Ohio	Mrs. S. M. Putnam	1874	Free.	Soc'l		9		0	0	0	
38 Young Men's Christian Association Library	Piqua, Ohio	E. H. Butterfield	1877	Free.	Y. M. C. A.	338	338		0	400	100	275
39 Young Men's Christian Association Library	Danville, Pa.	Thomas C. Williams	1874	Free.	Y. M. C. A.	300	3	e151	300			
40 The Potomac Athenaeum	Potomac, Pa.	W. B. Chambers	1877	Sub.	Mis.	1,450	1,450	e1,300		785	373	327
41 Titusville Library Association	Titusville, Pa.	William J. Carpenter	1877	Sub.	Soc'l	1,215	1,215	9,928	3,000	3,021	1,276	1,365
42 Citizens' Library	Washington, Pa.	Mary A. Gregg	1877	Free.	Pub.	3,172	1,805	e11,750	1,000	1,000	200	300
43 Providence Public Library	Providence, R. I.	William E. Foster	1870	Free.	Pub.	32,172	1,805	e11,750	62,750			

STATISTICAL TABLES.

47	Netford Memorial Library	Manchester, Vt.	L. D. Coy	1866 1874	Sub 1874	Pub. 1874	1,678	1,678	410	210	172	2,405
48	Vergennes Library	Thetford, Vt.	H. P. Closson	1877	Sub 1877	Pub. 1877	1,115	43	4,790	350		110
	Vergennes Library	Vergennes, Vt.	Mary P. Tucker	1876	Sub 1876	Pub. 1876	1,378	498		23,920	21,403	2899
	Free Public Library	Fond du Lac, Wis.	Miss Augusta Ball	1877	Free 1877	Pub. 1877	2,563	635	19,440	1,728	875	579

a For printing.
 b \$4.37 are accrued dog tax and interest thereon for several years.
 c For home use only.
 d Books and public documents.
 e Gifts of money and books amounted together to \$400.
 f Free to members of the lyceum.
 g For incidentals only.
 h Except for circulating purposes.
 i Also a donation of the ground upon which the building stands, estimated value \$2,000.
 j Includes "building account."
 k To members of the association.
 l The act of incorporation was passed in 1875; the library was opened to the public February, 1878; the report here given dates from February to May.
 m Volumes and pamphlets.
 n For two years.

TABLE XVII. — *Statistics of institutions for the deaf and dumb for 1877; from replies to inquiries by the United States Bureau of Education.*

	Name.	Location.	Year of foundation.	Under what control.	Principal.	Instructors.		Number under instruction during the year.		
						Total number.	Number of semi-mutes.	Total.	Males.	Females.
1	2	3	4	5	6	7	8	9	10	11
1	Alabama Institution for the Deaf and Dumb and the Blind.	Talladega, Ala.	1860	State	Jo. H. Johnson, M. D.	6	0	50	30	20
2	Arkansas Deaf-Mute Institute.	Little Rock, Ark.	1868	State	W. G. Jenkins	3	0	63	38	25
3	Institution for the Deaf and Dumb and the Blind.	Berkley, Cal.	1860	State	Waring Wilkinson, M. A.	5	0	79	49	30
4	Institute for the Education of the Mute and Blind.	Colorado Springs, Colo.	1874	State	James Ralston	3	0	26	12	14
5	American Asylum for the Deaf and Dumb.	Hartford, Conn.	1817	Directors	Edward C. Stone, M. A.	17	1	273	162	110
6	Whipple's Home School for Deaf-Mutes.	Mystic River, Conn.	1869	Private	Zerah C. Whipple	4	0	19	15	4
7	Georgia Institution for the Deaf and Dumb.	Chico Springs, Ga.	1846	Trustees	Wesley O. Conner	4	2	85	45	40
8	Chicago Day School for Deaf-Mutes.	Chicago, Ill.	1874	Urd of education	Rev. F. A. Ensey, M. A., D. D.	2	1	1		
9	Illinois Institution for the Education of the Deaf and Dumb.	Jacksonville, Ill.	1859	State	Philip G. Gillett, LL. D.	21	63	450	258	201
10	Indiana Institution for the Deaf and Dumb.	Indianapolis, Ind.	1844	State	Rev. Thomas MacIntire, A. M.	16	3	363	223	140
11	Iowa Institution for the Deaf and Dumb.	Council Bluffs, Iowa	1855	State	Rev. Benjamin Talbot, M. A.	8		156	82	74
12	Kansas Institution for the Education of the Deaf and Dumb.	Olahe, Kans.	1866	State	Theo. C. Bowles	6	0	115	54	61
13	Kentucky Institution for Deaf-Mutes*.	Danville, Ky.	1823	State	John A. Jacobs	5	1	111	55	56
14	Louisiana Institution for the Education of the Deaf and Dumb*.	Baton Rouge, La.	1862	Trustees	John A. McWhorter, A. M.	3	0	40	24	16
15	Institution for the Colored Blind and Deaf-Mutes.	Baltimore, Md. (92 South Broadway).	1872		F. D. Morrison	2	1	17	10	7
16	Maryland Institution for the Education of the Deaf and Dumb.	Fredrick, Md.	1868	State	Charles W. Ely, M. A.	8	1	103	65	38
17	Horace Mann School for the Deaf.	Boston, Mass. (63 Warren).	1869	School board	Miss Sarah Fuller	7	0	81	40	41
18	Clarke Institution for Deaf-Mutes.	Northampton, Mass.	1867	Pvt. corporation	Miss Harriet B. Rogers	8	1	66	35	31
19	Michigan Institution for the Education of the Deaf and Dumb and the Blind.	Flint, Mich.	1848	State	J. W. Parker	213	2	286	153	133

20	Minnesota Institution for the Education of the Deaf and Dumb and the Blind	Faribault, Minn.	1863	Trustees	J. L. Noyes, A. M., superintendent	6	1	103	68
21	Mississippi Institution for Deaf-Mutes	Jackson, Miss	1864	State	Charles H. Talbot	3	1	60	25
22	Missouri Institution for the Education of the Deaf and Dumb	Fulton, Mo	1851	State	William D. Kerr, A. M.	11	1	250	127
23	Nebraska Institute for the Deaf and Dumb	Omaha, Neb	1860	State	R. H. Kinney, M. A.	4	0	55	30
24	Class in Articulation in Cayuga Lake Academy	Aurora, N. Y.	1871	Trustees	Mrs. A. M. Kelsey	2	0	4	1
25	Leconte St. Mary's Institution for Deaf and Dumb	Buffalo, N. Y.	1864	Sisters of St. Joseph	Sister Mary Anne Burke	12	1	120	65
26	St. Joseph's Institute for the Improved Instruction of Deaf-Mutes	Fordham, N. Y.	1869		Madame Victorine Boucher	13	1	154	44
27	Institution for the Instruction of the Deaf and Dumb	New York, N. Y. (Station M.)	1817	Directors	Isaac Lewis Peet, LL. D.	20	4	507	810
28	Institution for the Improved Instruction of Deaf-Mutes	New York, N. Y. (1515 Broadway, N. Y.)	1867	Trustees	David Greenberger	12	0	110	63
29	Western New York Institution for Deaf-Mutes	Rochester, N. Y.	1876	Trustees	Z. F. Waterbrett	7	0	93	55
30	Central New York Institution for Deaf-Mutes	Rome, N. Y.	1875	Trustees	E. R. Nelson, A. B.	3	1	116	61
31	North Carolina Institution for the Deaf and Dumb and the Blind	Raleigh, N. C.	1849	State	H. A. Granger	614	1	113	58
32	Cincinnati Day School for the Deaf and Dumb	Cincinnati, Ohio	1875	B'd of education	Robert P. McGregor	1	1	25	17
33	Ohio Institution for the Education of the Deaf and Dumb	Columbus, Ohio	1827	State	G. O. Fay, M. A., superintendent	24	5	508	282
34	Oregon Institution for Deaf and Dumb	Salem, Oreg.	1870	State	Rev. P. S. Knight	3	3	28	15
35	Pennsylvania Institution for the Deaf and Dumb	Philadelphia, Pa.	1820	Directors	Johns. Koster	19	5	391	223
36	Western Pennsylvania Institution for the Deaf and Dumb	Turtle Creek, Pa.	1870	State	James H. Logan, M. A.	68	61	80	47
37	South Carolina Institution for the Education of the Deaf and Dumb and the Blind	Cedar Spring, S. C.	1849	State	N. F. Walker	3	1	647	.....
38	Tennessee School for the Deaf and Dumb	Knoxville, Tenn	1845	Trustees	J. H. Uiams, A. B.	5	0	100	57
39	Institution for the Education of the Deaf and Dumb	Austin, Tex.	1856	Trustees	Henry K. McCulloch, superintendent	4	1	56	32
40	Virginia Institution for the Deaf and Dumb and the Blind	Staunton, Va.	1839	State	Charles D. McCoy	68	61	107	68
41	West Virginia Institution for the Deaf and Dumb and the Blind	Romney, W. Va.	1870	Regents	John C. Covell	5	1	66	39
42	Wisconsin Institution for the Deaf and Dumb	Delavan, Wis.	1852	State	W. H. DeMotte, LL. D.	10	3	182	113
43	Columbia Institution for the Deaf and Dumb	Washington, D. C.	1857	Corporate	E. M. Gallaudet, Ph. D., LL. D., president	9	3	107	94
44	National Deaf-Mute College	Washington, D. C.	1864	National	E. M. Gallaudet, Ph. D., LL. D., president	.....	.....	.....	.....

* From Report of the Commissioner of Education for 1876.

a These are mutes.

For both departments.

c A department of Columbia Institution; its statistics will be found in Table IX.

		41	187	2	x	x	x	0	0	0	700	20	54	110,000	21,800	0	21,000
20	Minnesota Institution for the Education of the Deaf and Dumb and the Blind.																
21	Mississippi Institution for Deaf-Mutes	6	485		x	x	x	x	0	0	100	0	7	40,000	11,000	0	11,000
22	Missouri Institution for the Education of the Deaf and Dumb.	5	538	5					0	0	600	0	50	105,000	40,500	0	32,711
23	Nebraska Institute for the Deaf and Dumb	3	78	0					0	0	436	126	20	40,000	12,000	0	9,000
24	Classes in Articulism in Ojyuga Lake Academy	10	0	0	x	x	x	x	0	0							
25	Le Coucoux St. Mary's Institution for Deaf and Dumb.	6	205						0	0	150	50	1	46,000	12,000	769	20,000
26	St. Joseph's Institute for the Improved Instruction of Deaf-Mutes.								0	0				66,400		20,319	
27	Institution for the Instruction of the Deaf and Dumb	8	2,089	72					x	x	3,420	150	28	500,000	88,646	63,427	159,644
28	Institution for the Improved Instruction of Deaf-Mutes.	6	181	0					0	0	457	41	0	0	12,282	20,188	28,813
29	Western New York Institution for Deaf-Mutes				x	x	x	x	0	0			(s)	(s)	28,000	16,083	17,407
30	Central New York Institution for Deaf-Mutes	2-10	255	0					x	0	80	80	0	8,215	18,000	24,483	24,483
31	North Carolina Institution for the Deaf and Dumb and the Blind.	8		6					x	0	200	(w)	0	6100,000	642,500	642,500	642,500
32	Cincinnati Day School for the Deaf and Dumb								0	0	0	0	0	0	0	0	1,200
33	Ohio Institution for the Education of the Deaf and Dumb.	5	1,652						x	x	2,500	100	10	800,000	84,269	0	84,269
34	Oregon Institution for Deaf and Dumb								0	0	0	0	0	0	0	0	0
35	Pennsylvania Institution for the Deaf and Dumb	5	1,783	11	x	x	x	x	0	0	5,000		2	500,000	83,817	79,622	85,450
36	Western Pennsylvania Institution for the Deaf and Dumb.	81	0	0					x	0	15	13	(w)	16,000	16,000	193	24,623
37	South Carolina Institution for the Education of the Deaf and Dumb and the Blind.													650,000	66,000		
38	Tennessee School for the Deaf and Dumb	4-5							x	0			7	125,000	24,000	0	22,297
39	Institution for the Education of the Deaf and Dumb	21	148	1					x	0	200	75	57	40,000	14,720	0	13,148
40	Virginia Institution for the Deaf and Dumb and the Blind.	64	473	6	x	x	x	x	0	0	61,700	20	40	6175,000	640,000	0	636,179
41	West Virginia Institution for the Deaf and Dumb and the Blind.	7	126	0					0	0	350	0	14	665,000	628,000	0	25,084
42	Wisconsin Institute for the Deaf and Dumb								0	0	1,000		22	100,000	31,500	0	31,500
43	Columbia Institution for the Deaf and Dumb	8	350	30	x	x	x	x	0	0	3,000	150	100	600,000	917,525	1,911	53,292
44	National Deaf-Mute College																

* From Report of the Commissioner of Education for 1876.
a Music is also taught.
b For both departments.
c Drawing is also taught.
d For salaries and contingent expenses; \$150 are allowed for each pupil in attendance.
e Destroyed by fire in 1875.
f Current expenditure for both departments; excludes expenditure for buildings.
g Only a nucleus.
h From State tax.
i Nine and a half acres leased; value of property leased, \$11,000.
j Also \$7,383 from counties.
k \$240 per annum to be invested in books.
l This was for six months, ending March 1, 1877.
m Income from State for last year.
n Since reorganization in 1871.
o Also book-keeping and drawing.
p Includes all maintenance fees.
q Also natural history, book-keeping, geometry, algebra, moral philosophy, and Latin.
r Income from all sources other than State appropriation.
s Name changed to Horace Mann School for the Deaf and Dumb, St. Bridget's Institution for the Deaf and Dumb, St. Louis, Mo.; closed.

TABLE XVIII.—*Statistics of institutions for the blind for 1877; from*

NOTE.—* indicates the employment taught;

	Name.	Location.	Year of foundation.	Superintendent.	Belonging to State or corporation.	Number of instructors and other employees.
	1	2	3	4	5	6
1	Alabama Institution for the Deaf, the Dumb, and the Blind.	Talladega, Ala. . .	1806	Jo. H. Johnson. . . .	State.	2
2	Arkansas Institute for the Blind.	Little Rock, Ark. . .	1859	Otis Patten.	State.	12
3	Institution for the Deaf and Dumb and the Blind.	Berkeley, Cal. . . .	1860	Warring Wilkin- son, M. A.	State.	128
4	Georgia Academy for the Blind. . .	Macon, Ga.	1852	W. D. Williams, A. M.	Corporation. . .	6
5	Illinois Institution for the Educa- tion of the Blind.	Jacksonville, Ill. . .	1849	Franklin W. Phil- lips, M. D.	State.	32
6	Indiana Institute for the Educa- tion of the Blind.	Indianapolis, Ind. . .	1847	W. H. Churchman . .	State.	27
7	Iowa College for the Blind.	Vinton, Iowa. . . .	1853	Rev. Robert Caro- thers.	State.	22
8	Kansas Institution for the Educa- tion of the Blind.	Wyandotte, Kans. . .	1867	George H. Miller. . .	State.	6
9	Kentucky Institution for the Edu- cation of the Blind.	Louisville, Ky. . . .	1842	B. B. Hantoon. . . .	State.	20
10	Louisiana Institution for Educa- tion of the Blind and the Indus- trial Home for the Blind.	Baton Rouge, La. . .	1871	P. Lane.	State.	8
11	Institution for the Colored Blind and Deaf-Mutes.	Baltimore, Md. (92 S. Broadway). . .	1872	F. D. Morrison. . . .	Corporation. . .	8
12	Maryland Institution for the In- struction of the Blind.	Baltimore, Md. . . .	1853	F. D. Morrison. . . .	Corporation. . .	15
13	Perkins Institution and Massa- chusetts School for the Blind.	Boston, Mass.	1829	M. Anagnos.	State and cor- poration. . . .	46
14	Michigan Institution for the Edu- cation of the Deaf and Dumb and the Blind.	Flint, Mich.	1854	J. W. Parker.	State.	63
15	Minnesota Institution for the Ed- ucation of the Deaf and Dumb and the Blind.	Faribault, Minn. . .	1865	J. L. Noyes.	State.	3
16	Mississippi Asylum for the Blind*	Jackson, Miss. . . .	1852	W. S. Langley. . . .	State.	11
17	Missouri Institution for the Edu- cation of the Blind.	St. Louis, Mo.	1850	James McWork- man, M. D.	State.	7
18	Asylum for the Blind.	Nebraska City, Nebr.				
19	New York State Institution for the Blind.	Batavia, N. Y. . . .	1868	James McLeod. . . .	State.	18
20	New York Institution for the Blind.	New York, N. Y. . .	1831	Wm. B. Wait.	Corporation. . .	61
21	North Carolina Institution for the Deaf and Dumb and the Blind.	Raleigh, N. C. . . .	1849	Hezekiah A. Gud- ger, principal. . . .	State.	(a)
22	Ohio Institution for the Educa- tion of the Blind.	Columbus, Ohio. . .	1837	G. L. Smead, M. A. . .	State.	55
23	Oregon Institute for the Blind. . . .	Salem, Oreg.	1873	Mrs. E. J. Dawne. . .	State.	3
24	Pennsylvania Institution for the Instruction of the Blind.	Philadelphia, Pa. . .	1833	William Chapin, A. M.	Corporation. . .	38
25	South Carolina Institution for the Education of the Deaf and Dumb and the Blind.	Cedar Spring, S. C. .	1849	N. F. Walker.	State.	65
26	Tennessee School for the Blind. . .	Nashville, Tenn. . .	1846	J. M. Sturtevant. . .	State and cor- poration. . . .	10
27	Texas Institution for the Blind. . . .	Austin, Tex.	1858	Frank Rainey. . . .	State.	8
28	Virginia Institution for the Deaf and Dumb and the Blind.	Staunton, Va.	1839	Charles D. McCoy. . .	State.	7
29	West Virginia Institution for the Deaf and Dumb and the Blind.	Romney, W. Va. . . .	1870	John C. Covell. . . .	State.	14
30	Wisconsin Institution for the Edu- cation of the Blind.	Janesville, Wis. . . .	1850	Mrs. Sarah F. C. Little, M. A.	State.	21

* From Report of the Commissioner of Education for 1876.

a See Table XVII.

b For both departments.

c Mechanical department suspended in consequence of fire; music only being taught.

d Of this \$30,000 is a bequest.

e Includes \$50,000 for buildings.

f Brush making is also taught.

g Knitting and basket making are also taught.

h The boys are taught to make brushes and the girls to make straw hats.

replies to inquiries by the United States Bureau of Education.

0 signifies none; indicates no answer.

Number of blind employes and workmen.	Number of pupils.	Number of pupils admitted since opening.	Employments taught.						Library.		Property, income, &c.					
			Broom making.	Cane seating.	Fancy work.	Mattress making.	Piano tuning.	Sewing.	Number of volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	Amount of State or municipal appropriation for the last year.	Receipts from other States and individuals for the last year.	Total receipts for the last year.	Total expenditure for the last year.	
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
0	12	45	x	x	.....	.....	.....	.....	100	0	(a)	(a)	\$0	b\$18,000	(a)	1
5	32	119	x	x	x	x	.....	x	675	.....	\$30,000	\$9,500	0	11,400	\$10,845	2
0	29	89	(c)	.....	.....	.....	.....	.....	120	23	(a)	(a)	d\$1,000	e157,000	(a)	3
4	63	173	x	x	x	x	.....	x	1,000	.....	75,000	13,500	292	13,792	13,600	4
0	121	567	f x	x	x	x	.....	x	770	60	140,000	30,117	1,280	31,397	27,001	5
3	110	572	x	x	x	.....	.....	x	1,000	.....	500,000	31,542	0	34,062	32,208	6
8	114	400	g x	x	x	x	.....	x	900	350	300,000	11,997	480	58,828	58,013	7
....	42	.....	x	.....	x	.....	.....	.....	99	20	40,000	10,130	0	10,130	10,130	8
6	95	374	x	x	x	x	.....	x	1,000	350	100,000	20,235	.....	34,140	22,125	9
3	30	40	x	x	.....	x	.....	.....	100	9	i\$800	6,000	0	5,400	4,800	10
2	14	29	x	.....	.....	.....	.....	x	21	4	(a)	(a)	b300	b8,300	(a)	11
8	52	.....	x	x	.....	x	.....	x	150	25	195,000	11,925	4,670	17,711	25,872	12
30	128	933	j x	x	x	x	.....	x	2,454	152	290,410	30,000	17,944	70,473	58,163	13
0	45	.....	k x	x	.....	.....	.....	.....	(a)	.....	(a)	(a)	.....	b43,500	(a)	14
0	13	38	.....	.....	.....	.....	.....	.....	160	0	30,000	.....	.....	4,500	4,500	15
2	26	.....	x	x	.....	x	.....	.....	255	45	15,000	10,000	0	10,000	9,500	16
2	168	.....	x	x	x	.....	.....	x	.....	.....	100,000	21,000	0	.....	.....	17
....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	18
30	176	399	x	.....	x	.....	.....	x	475	25	340,000	40,000	6,625	46,625	55,129	19
9	197	1,263	.....	x	x	x	x	x	600	.....	359,702	50,321	7,952	198,276	191,871	20
6	95	.....	x	.....	.....	x	.....	x	400	400	(a)	(a)	b240	b42,740	(a)	21
5	154	952	x	x	x	.....	.....	x	.....	.....	500,000	170,000	.....	70,000	50,824	22
0	10	18	.....	.....	x	.....	.....	x	100	0	11,000	4,000	0	4,000	4,300	23
26	177	959	m x	x	x	x	.....	x	900	100	190,000	39,000	7,288	71,648	74,912	24
1	647	.....	.....	.....	.....	.....	.....	.....	.....	.....	(a)	(a)	.....	.....	.....	25
5	62	187	n x	x	x	.....	.....	x	1,006	.....	90,000	17,000	0	17,000	22,000	26
....	64	.....	n x	x	x	x	.....	x	.....	.....	.....	17,180	0	17,180	16,922	27
2	42	220	x	x	.....	x	.....	.....	1,600	.....	(a)	(a)	.....	.....	(a)	28
2	29	45	x	x	.....	x	.....	.....	100	0	(a)	(a)	12,401	40,401	37,400	29
3	92	270	x	x	x	.....	.....	x	1,240	40	185,000	019,500	.....	.....	17,301	30

i Value of apparatus.

j Also mat making and knitting.

k Printing, and cabinet and shoe making are taught.

l This includes the amount appropriated for new buildings.

m Also knitting, brush and mat making, and carpet weaving.

n Telegraphy is also taught.

o \$2,500 of this were for special purposes.

TABLE XIX.—*Statistics of educational benefactions for 1877; from*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES AND COLLEGES.			
California College	Vacaville, Cal.		
University of Colorado	Boulder, Colo.	C. G. Buckingham	Boulder, Colo.
Wesleyan University	Middletown, Conn.		
Pio Nono College	Macon, Ga.	{ Rt. Rev. W. H. Gross.	Savannah, Ga.
		{ T. C. Dempsey	Macon, Ga.
		{ Rev. L. Bazin	Macon, Ga.
Carthage College	Carthage, Ill.	Various persons	
Eureka College	Eureka, Ill.	{ Amos Watkins	Eureka, Ill.
		{ David Deweese	Eureka, Ill.
Lombard University	Galesburg, Ill.	E. G. Hall	Chicago, Ill.
Swedish-American Ansgari College.	Knoxville, Ill.	Various persons	
Monmouth College	Monmouth, Ill.	Various persons	Illinois and Indiana.
Shurtleff College	Upper Alton, Ill.	Various persons	Illinois
		{ M. Pettingill	Peoria, Ill.
		{ Samuel Plumb	Streator, Ill.
		{ Peter Howe	Wenona, Ill.
Wheaton College	Wheaton, Ill.	{ S. Lewis	Chicago, Ill.
		{ W. D. Gates	Crystal Lake, Ill.
		{ F. J. T. Fischer	Cincinnati, Ohio ..
		{ Other persons	
Concordia College	Fort Wayne, Ind.	H. Druhe	San Francisco, Cal.
Smithson College	Logansport, Ind.	George Rogers	La Fayette, Ind.
Earlham College	Richmond, Ind.	Eliza P. Gurney	Burlington, N. J.
Norwegian Luther College	Decorah, Iowa	Congregations of the Norwegian Lutheran Synod.	
Upper Iowa University	Fayette, Iowa		
Humboldt College	Humboldt, Iowa	Rev. E. E. Hale and Rev. A. P. Peabody.	Boston, Mass.
Simpson Centenary College	Indianola, Iowa		
Cornell College	Mt. Vernon, Iowa		Iowa.
Oskaloosa College	Oskaloosa, Iowa	Various persons	
Penn College	Oskaloosa, Iowa	Various persons	
Western College	Western College, Iowa.		
Baker University	Baldwin City, Kans.		
Highland University	Highland, Kans.	Mr. Thaw	Pittsburgh, Pa.
Ottawa University	Ottawa, Kans.	Various persons	
Washburn College	Topeka, Kans.	Mrs. Emily G. Williston.	Easthampton, Mass.
Centre College of Kentucky	Danville, Ky.	Caldwell Campbell	Madison County, Ky.
Eminence College	Eminence, Ky.		
Bethel College	Russellville, Ky.		
Leland University	New Orleans, La.	Holbrook Chamberlin.	Brooklyn, N. Y.
Bowdoin College	Brunswick, Me.	Mrs. Lydia Pierce	Brunswick, Me.

replies to inquiries by the United States Bureau of Education.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$2,139					\$2,139		To aid indigent young men to fit for the ministry.
2,000						\$2,000	For library.
27,301	\$27,301						\$18,596 for increase of endowment and \$8,705 for current expenses.
20,000	20,000						
2,500	2,500						
1,100	500						For endowment.
10,000	10,000						For productive fund.
1,000	1,000						Payment of indebtedness.
3,991	3,086	\$305					\$3,641 for the endowment fund, \$305 for building, and \$45 for current expenses.
25,000	25,000						A general subscription to the college.
9,500	9,500						\$2,500 for payment of debt and \$7,000 on condition of the maintenance of the principles of anti-secrecy at present advocated and taught by the officers of the faculty.
100						100	
4,000	4,000						For college library.
100						100	Collected from congregations of the Norwegian Lutheran Synod to aid theological students attending this college, the Theological Seminary, Madison, Wis., and the German Lutheran Concordia Seminary, St. Louis, Mo.
24,011					24,011		
100	100						For professors' salaries.
2,000	2,000						
7,500	7,500						To aid in the general endowment of the institution.
3,500		3,500					For new chapel.
3,180	3,180						
2,000	(2,000)						\$800 for salaries and \$1,200 to complete building.
3,000	3,000						
4,000	4,000						
400	400						To pay professors.
3,000	(3,000)						To repair building and support teachers.
1,000	1,000						For general purposes.
10,000	10,000						A note for \$10,000, payable at death, for the endowment of the chair of the vice president.
50						50	For library.
1,400	1,400						For permanent endowment, and is from the Kentucky Baptist Centennial Fund.
60,000		60,000					Given in various sums and at various times by Mr. Chamberlin for the erection of the university building; the object of the university being to provide teachers and preachers for the freedmen.
1,000				\$1,000			To found a scholarship; the income to be expended in the aid of indigent students, at the discretion of the president.

TABLE XIX.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Continued.			
Colby University.....	Waterville, Me...	Gardner Colby.....	Boston, Mass.....
Amherst College.....	Amherst, Mass.....	{ James S. Seymour.....	Auburn, N. Y.....
		{ Quincy Tufts.....	Boston, Mass.....
		{ Class of 1856.....	Montclair, N. J.....
		{ Mrs. Dr. S. P. Miller.....	.....
		{ Executors of Francis Bas-	.....
		{ sett.....	.....
		{ Prof. Dan'l Denison Slade	.....
		{ Executor of Francis B.	.....
		{ Crowninshield.	.....
		{ Administrators of Quincy	.....
		{ Tufts.	.....
		{ Trustees of the will of	.....
		{ Jonathan B. Winn.	.....
		{ Executor of Miss Char-	.....
		{ lotte Harria.	.....
		{ Agassiz Memorial Com-	.....
		{ mittee.	.....
		{
		{ Executor of Charles Sum-	.....
		{ ner.	.....
		{ Quincy A. Shaw.....	.....
		{ Trustees of Massachu-	.....
		{ setts Society for Pro-	.....
		{ moting Agriculture.	.....
		{ George W. Wales.....	.....
		{ Executor of Miss Susan	.....
		{ Tufts.	.....
		{ Anonymous.....	.....
		{ Through Professor Gray	.....
		{ (anonymous).	.....
		{ John Dean, M. D.....	.....
		{ Miss Mary Carpenter.....	Bristol, England.....
		{ Various other persons.....	.....
		{
Tufts College.....	College Hill, Mass.	Mrs. L. C. Whittemore.....	Cambridge, Mass.....
Williams College.....	Williamstown,		
	Mass.		
Adrian College.....	Adrian, Mich.....	Calvin Tompkins.....	Tompkins Cove, N. Y.
Hope College.....	Holland, Mich.....	{ James Anderson, M. D.....	New York, N. Y.....
		{ Mrs. M. L. Abbe.....	Albany, N. Y.....
		{ Rev. A. I. Sultz.....	Schenectady, N. Y.....
		{ E. W. Barber.....	Charlotte, Mich.....
Olivet College.....	Olivet, Mich.....	{ W. B. Palmer.....	Olivet, Mich.....
		{ Other persons.....	Olivet, Mich.....

actions for 1877, &c.—Continued.

Benefactions.							Object of benefaction and remarks.
	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$500						\$500	For library.
000	{			\$5,000			For nine scholarships.
				2,000			
				1,000			
				1,000			
				5,000			To be invested as a separate and distinct fund; the income to be used for scholarships.
				5,000			Foundation for the Slade scholarships.
				5,000			For the foundation of two Crowninshield scholarships.
					\$10,000		A permanent fund, the income of which shall be appropriated to the education of indigent scholars.
			\$43,500				For the foundation of the "Winn Professorship of Ecclesiastical History."
		\$2,000					"For the Astronomical Observatory at Cambridge."
	\$1,988	140,783					\$140,783 is the value of property given to increase the funds heretofore received from the committee; \$1,988 were received as income of the Agassiz memorial fund.
						1,200	To be added to the Sumner book fund.
839		1,093					To reduce the debt of the Dining Hall Association.
		2,500					\$1,500 were for the botanic garden; and \$1,000 for the use of the Arnold Arboretum.
	200					200	For books for the library.
	500						"To the Unitarian Divinity School at Cambridge."
							To increase the salary of the professor of entomology.
						1,000	For the herbarium.
							His collections of books and specimens to the Medical School.
							A portrait of the late Lant Carpenter, together with bound copies of his works.
							Several portraits, a valuable collection of Roman coins, and other relics and curiosities.
	875						Beneficiary money returned to Divinity School.
							The library of her husband, the late Thomas Whittemore, D.D., was added to the college library by Mrs. Whittemore.
000	4,000						To make up a deficiency in current expenses.
000	10,000						In real estate securities for the purposes of endowment.
500	{				1,000		To be permanently invested for the support of students.
					2,500		
					2,000		
764	{						For general purposes.
	100						
	340						
	1,324						

TABLE XIX.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Continued.			
Carleton College	Northfield, Minn..	Rev. E. M. Williams.....	E. Minneapolis, Minn.
		D. R. Barbour.....	Minneapolis, Minn..
		Chas. A. Wheaton.....	Northfield, Minn.
		Jesse Ames.....	St. Paul, Minn.
		E. M. Deane.....	Hartford, Conn.
		Roland Mather.....	Hartford, Conn.
Lewis College	Glasgow, Mo.....	Chas. Boswell.....	Hartford, Conn.
Baptist College.....	Louisiana, Mo.....	Anonymous.....	Howard Co., Mo.....
Washington University.....	St. Louis, Mo.....	Maj. Jas. W. Lewis.....	Pike Co., Mo.....
Drury College.....	Springfield, Mo.....	Various persons.....	St. Louis, Mo.....
		William Palm and James Smith.....	St. Louis, Mo.....
		S. M. Edgell.....	Boston, Mass.....
		W. O. Grover.....	Springfield, Mo.....
		C. E. Harwood.....	Springfield, Mass.....
		G. and C. Merriam.....	Springfield, Mass.....
Doane College.....	Crete, Nebr.....	Homer Merriam.....	Hartford, Conn.
		Other persons.....	Boston, Mass.....
		Charles Boswell.....	Worcester, Mass.....
Dartmouth College.....	Hanover, N. H.....	W. O. Grover.....	Springfield, Mass.....
St. Stephen's College.....	Annandale, N. Y.....	David Whitcomb.....	Dedham, Mass.....
Hobart College.....	Geneva, N. Y.....	George Merriam.....	Naahua, N. H.....
		Martha Burgess.....	Buffalo, N. Y.....
Madison University.....	Hamilton, N. Y.....	Salmon P. Chase (dec'd).....	Pierrepont Manor, N. Y.
Vassar College.....	Poughkeepsie, N. Y.	Isaac Spalding.....	State of New York.
University of Rochester.....	Rochester, N. Y.....	Various persons.....	State of New York.
		Mrs. Horatio Seymour.....	Yonkers, N. Y.....
Union College.....	Schenectady, N. Y.....	Wm. C. Pierrepont.....	Yonkers, N. Y.....
		Other persons.....	Yonkers, N. Y.....
Syracuse University.....	Syracuse, N. Y.....	James B. Colgate.....	Lansingburgh, N. Y.
		Richard H. McDonald, M.D.	Troy, N. Y.....
Ohio Wesleyan University.....	Delaware, Ohio.....	John B. Trevor.....	Albany, N. Y.....
		Dr. John McClellan.....	Columbus, Ohio.....
Denison University.....	Granville, Ohio.....	Miss C. L. Wolfe.....	Columbus, Ohio.....
		Miss A. Jones.....	Cincinnati, Ohio.....
Marietta College.....	Marietta, Ohio.....	Rev. E. N. Potter, D. D.....	Ware, Mass.....
		James Brown.....	Newport, Ohio.....
Franklin College.....	New Athens, Ohio.....	Daniel Fish.....	Marietta, Ohio.....
		Lyman Bennett.....	Harmon, Ohio.....
Muskingum College.....	New Concord, Ohio.....	A friend.....	Columbus, Ohio.....
		Rev. J. M. Trimble, D. D.....	Dalton, Mass.....
Oberlin College.....	Oberlin, Ohio.....	Truman Hillier.....	Cincinnati, Ohio.....
		W. H. Doane, Mus. D.....	Batavia, N. Y.....
Wittenberg College.....	Springfield, Ohio.....	Hon. W. Hyde.....	Other persons.....
		Mrs. Ellenor Cook.....	Various persons.....
		E. R. Alderman.....	R. R. Graves.....
		Douglas Putnam.....	Sardis Burchard.....
		F. C. Sessions.....	James Seymour.....
		Hon. Z. M. Crane.....	Other persons.....
		P. Newhall.....	
		Mrs. A. D. Lord.....	
		Other persons.....	
		Various persons.....	
		R. R. Graves.....	
		Sardis Burchard.....	
		James Seymour.....	
		Other persons.....	

benefactions for 1877, &c.—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$2,140	\$500 500 200 200 100 200					\$100	\$1,500 for endowment purposes (of which \$700 is the estimated value of land received), \$200 for current expenses, \$100 for library; the purpose of the anonymous benefaction (\$340) is not specified.
1,000	340						To pay expenses.
4,500	1,000						To pay debt on building.
100,000	100,000	\$4,500					For general purposes.
11,940	(11,940)						For current expenses, building, and endowment.
5,500	4,000 500 500 100 50						Purposes of these benefactions not specified; also \$400 given by children, in certificates, for college building.
15,000	10,000						For general purposes; the income only of the Spalding legacy to be used.
8,000	5,000 8,000						For the support of the college.
14,007	12,000 1,000 1,007						A legacy in real estate, which, together with the other reported benefactions, goes into the general college fund.
12,500	12,500						To be added to the endowment fund.
6,000					\$6,000		A scholarship in perpetuity, paying all college charges for a student pursuing liberal studies.
1,300			\$1,300				In support of Latin professorship.
125,500	18,000 4,500 2,000 1,000 100,000						\$4,500 for art instruction; the remainder for general purposes.
15,000	5,000 5,000 5,000						For general purposes.
42,000			12,000 30,000				To endow the Trimble and Hillyer professorships, \$20,000 being in land, and the whole being subject to annuity.
10,000		10,000					For the erection of a library building.
6,050	1,000 1,000 1,000 850 500 200						For prizes. For a scholarship. For a scholarship. For general purposes. For general purposes. For general purposes.
14,200	200				200		For books for the library.
5,000	500					1,000	For general purposes.
24,869	14,200 5,000						
10,000	5,000 3,000 6,869 10,000						For the endowment fund.

TABLE XIX.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Continued.			
Heidelberg College.....	Tiffin, Ohio.....	{ Jacob Thomas	
		{ Other persons	
Urbana University.....	Urbana, Ohio.....	Various persons	
Otterbein University.....	Westerville, Ohio.....	Various persons	
Wilberforce University.....	Xenia, Ohio.....	Executor of Rev. Charles Avery.	Pittsburgh, Pa.....
Philomath College.....	Philomath, Oreg.....		
Muhlenberg College.....	Allentown, Pa.....		
Lebanon Valley College.....	Annville, Pa.....	Various persons	
Dickinson College.....	Carlisle, Pa.....	Various persons	
Thiel College.....	Greenville, Pa.....	{ H. Jarecki	Erie, Pa.....
		{ A friend	
Haverford College.....	Haverford College, Pa.....	John M. Whittall.....	Philadelphia, Pa.....
Allegheny College.....	Meadville, Pa.....	{ Alexander Bradley	Pittsburgh, Pa.....
		{ Hon. Samuel Griffith.....	Mercer, Pa.....
		{ Other persons	
Mercersburg College.....	Mercersburg, Pa.....		
		{ Citizens of New Wilming-	
		ton.....	
Westminster College.....	New Wilmington, Pa.....	Other persons	
		John Welsh	
University of Pennsylvania.....	Philadelphia, Pa.....	Mrs. Susan Barton.....	
Erskine College.....	Due West, S. C.....	Dr. W. C. Norwood.....	South Carolina.....
Newberry College.....	Newberry, S. C.....		
King College.....	Bristol, Tenn.....	Various persons	
Maryville College.....	Maryville, Tenn.....	{ Mr. Thaw	Pittsburgh, Pa.....
		{ Hon. William E. Dodge	New York, N. Y.....
		{ Freedman's Aid Society,	Cincinnati, Ohio.....
		M. E. Church.....	
		W. C. Du Pauw	New Albany, Ind.....
		Samuel and Hugh Me-	Shawnee Mound, Ind.....
		harry.....	
		Trinity M. E. Sunday	Cambridge, Mass.....
		School.....	
		A friend	Delaware, Ohio.....
Central Tennessee College.....	Nashville, Tenn.....	P. S. Peemster, the stu-	
		dents, and other persons.	
Greenville and Tusculum Col-	Tusculum, Tenn.....		
lege.....			
Austin College.....	Huntsville, Tex.....		
Trinity University.....	Tehuacana, Tex.....		
Waco University.....	Waco, Tex.....	Various persons	
Hampden Sidney College.....	Hampden Sidney, Va.....	Various persons	
University of Virginia.....	University of Vir-	Lewis Brooks.....	Rochester, N. Y.....
	ginia, Va.....		

Benefactions for 1877, &c.—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$2,000	\$500			\$1,500			For endowment. Given in scholarships of from \$50 to \$300 each.
2,500	2,500						Contributions to the sustaining fund.
11,000	11,000						\$5,400 for endowment and \$5,600 for general purposes.
10,000					\$10,000		For the education of the colored people in the United States, on condition that the interest alone be used.
1,000	1,000						For printing press and for a cabinet of natural history.
1,700	1,700						
1,000	1,000						For the department of natural science and for the endowment fund.
500		\$500					For repairs on college chapel.
1,300				1,300			For scholarships.
10,000	10,000						A bequest (not yet available) to be added to the general endowment fund, on condition that instruction be always given in mechanical and free hand drawing.
16,000			\$6,000				To complete the endowment of the Bradley professorship of Latin on condition that only the interest be used.
600	600		2,500				
	8,000		7,500				
13,000							For the endowment fund, on condition that it be returned to the donors should the college ever be removed from New Wilmington.
	5,000						General subscriptions to the endowment fund.
100,000			50,000				To endow the John Welsh centennial professorship of history.
			50,000				To endow the John Rhea Barton professorship of surgery.
1,000	1,000						For endowment.
14,000	14,000						For endowment.
350	350						For improvements.
1,500	500	500					\$500 for insurance on building and \$1,000 for current expenses.
	4,500						For the support of faculty.
5,250	500				100		
					50		For medical department.
260					100		
		100		100			For a scholarship (\$100) and to pay for some property.
3,000	3,000						For endowment.
15,000	15,000						Not available until the death of donor.
7,000	(7,000)						For centre building and for the endowment of presidency.
50,000	50,000						Chiefly in Virginia consols, and is generally payable in instalments for the general uses of the college.
80,000						\$80,000	The value of the Brooks Museum of Natural History, including the building and its various cabinets.

TABLE XIX.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Continued.			
University of Wisconsin	Madison, Wis	Hon. John A. Johnson.....	Madison, Wis
SCHOOLS OF SCIENCE (<i>mining, engineering, agriculture, &c.</i>).			
North Georgia Agricultural } College.	Dahlonega, Ga	Trustees of Gov. George R. Gilmer.	
		W. P. Price	
Illinois Industrial University...	Urbana, Ill	Lieut. George R. Bacon... Smithsonian Institution... Alex. C. Schwartz..... George A. Wild..... C. R. Webb	Camp Harney, Oreg. Washington, D. C.... Topeka, Kans..... Rochester, N. Y.... Philadelphia, Pa.... Tremont, Ill.....
Rose Polytechnic Institute.....	Terre Haute, Ind..	Chauncey Rose (deceased)	Terre Haute, Ind....
Massachusetts Agricultural College.	Amherst, Mass	Hon. William Knowlton...	Upton, Mass
Massachusetts Institute of Technology.	Boston, Mass		
Worcester Free Institute of Industrial Science.	Worcester, Mass ..	Hon. William Knowlton...	Upton, Mass
Polytechnic School of Wash- } ington University.	St. Louis, Mo	William Palm..... Gottlieb Conzelman... Members of the board of trustees and of the faculty.	St. Louis, Mo
Stevens Institute of Technology	Hoboken, N. J		
Pennsylvania State College.....	State College, Pa..	James Kelley	Wilkinsburg, Pa....
Hampton Normal and Agricultural Institute.	Hampton, Va	Three hundred and thirty-seven donors.	
SCHOOLS OF THEOLOGY.			
Pacific Theological Seminary...	Oakland, Cal		
Augusta Institute	Augusta, Ga	Rev. M. P. Jewett, LL. D. ... Maj. Henry M. Robert, } U. S. Engineer Corps. }	Milwaukee, Wis
Theological department of Blackburn University.	Carlinville, Ill		
Chicago Theological Seminary...	Chicago, Ill	Mrs. Sweetzer	Port Huron, Mich...
		Various persons	
Presbyterian Theological Seminary of the Northwest.	Chicago, Ill		
Theological department of Griggs College.	Davenport, Iowa..		

Benefactions for 1877, &c.—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and gen- eral purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholar- ships, and prizes.	To aid indigent stu- dents.	Library and museum.	
5	6	7	8	9	10	11	12
\$5,000					\$5,000		Such students only as have attended the common school in the United States at least one year in the aggregate before fifteen years of age, and have attended the university at least one term, or if they have not attended the common school have attended the university at least one year, and those only who either read or speak any one of the Scandinavian languages reasonably well, shall receive aid from this fund.
5,200	\$1,000						For the education of teachers for State schools; is only the income for the year from the bequest.
	3,000	\$1,200					Interest of \$3,000 to be used in defraying general expenses; \$1,200 are in buildings.
724						\$724	Bird skins, &c. (\$225). Fishes (\$200). Specimens in zoölogy (\$9). Skeletons (\$200). Marine specimens (\$40). Indian relics (\$50).
105,000	105,000						For the support of the institute.
1,500	1,500						For helping various departments.
2,500	2,500						
2,000	2,000						For current expenses.
41,000	40,000	1,000					For the general advancement of sciences.
				\$400			To furnish the manual training shop.
2,000	2,500						For the establishment of the "Itumford prize" in the chemical department of the Institute.
1,500		1,500					\$2,500 in value have been added to the Mechanical Laboratory under Prof. R. H. Thurston.
38,881	15,993	6,768		13,248			To aid in erection of water works, on condition that none of it be applied to any other purpose.
							\$2,872 were also donated to the "beneficiary fund."
10,000	10,000						To pay indebtedness.
							Some valuable books for biblical study.
							1,000 copies of Robert's Parliamentary Guide to be disposed of for the benefit of the institute.
3,500		3,500					For building.
14,600	12,800			1,800			\$7,500 for permanent fund, on condition that only the income be used; the remainder for a professorship, scholarships (2 of \$1,000 each and 1 of \$800), endowment, and general purposes; \$4,500 being the amount of the bequest of Mrs. Sweetzer.
2,200	(2,200)						For building, library, and current expenses.
3,250	(3,250)						For building, library, and current expenses.

TABLE XIX.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
SCHOOLS OF THEOLOGY—Cont'd.			
Danville Theological Seminary.	Danville, Ky.	The Disciples in Kentucky and other States.	
The College of the Bible	Lexington, Ky.		
Southern Baptist Theological Seminary.	Louisville, Ky.	Various persons	
Bangor Theological Seminary ..	Bangor, Me.		
Theological School of Bates College.	Lewiston, Me.		
New Church Theological School.	Waltham, Mass.		
Augsburg Seminary	Minneapolis, Minn.		
Bishop Green Associate Mission and Training School. }	Dry Grove, Miss.	{ Mrs. Julia M. Irvington ..	State of New York.
		{ Mrs. Nathalie Baylies ..	State of New York.
		{ Various persons ..	
German Theological School of Newark, N. J. }	Bloomfield, N. J.	{ Hon. T. F. Randolph.	Morristown, N. J.
		{ Miss Ellen Mowbrey ..	Brooklyn, N. Y.
		{ Daniel Price ..	Newark, N. J.
		{ Other persons ..	
Drow Theological Seminary	Madison, N. J.		New York and Philadelphia.
Theological Seminary of Reformed (Dutch) Church in America.	New Brunswick, N. J.	Gardner A. Sage	New York, N. Y.
Theological Seminary of the Presbyterian Church. }	Princeton, N. J.	{ Executor of Archibald Cooper.	
		{ James Lenox ..	State of New York.
		{ G. C. Woodhull (executor) ..	State of New York.
		{ From estate of John C. Green.	New York, N. Y.
		Sundry persons	
Auburn Theological Seminary ..	Auburn, N. Y.	{ E. B. Morgan ..	Aurora, N. Y.
		{ E. C. Richards ..	New York, N. Y.
		{ From the estate of P. Snyder.	
Newburgh Theological Seminary. }	Newburgh, N. Y.	{ Mrs. A. S. Porter ..	Niagara Falls, N. Y.
		{ Various persons ..	
		{ Henry Harrison ..	New York, N. Y.
German Theological Seminary of the P. E. Church. }	New York, N. Y.	{ Other persons ..	
		{ Miss Talman ..	New York, N. Y.
Union Theological Seminary ...	New York, N. Y.	{ Graduates of St. Mary's Hall.	Burlington, N. J.
		{ Francis P. Schoals ..	New York, N. Y.
Theological department of Wilberforce University. }	Xenia, Ohio	{ Henry Gordon ..	Philadelphia, Pa.
		{ Mrs. S. E. Jones ..	Hamilton, Ohio
Western Theological Seminary.	Allegheny, Pa.	{ A lady ..	Hillsboro', Ohio
Moravian Theological Seminary	Bethlehem, Pa.	Moravian churches	
Theological Seminary of the Evangelical Lutheran Church.	Gettysburg, Pa.	Various persons	
Meadville Theological School. ...	Meadville, Pa.	Various persons	Boston, New York, Providence, Cincinnati, Chicago, Buffalo, Meadville, &c.

benefactions for 1877, &c.—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$750 4,000					\$750 4,000		To educate young men for the ministry; also cash for support of professors, and donations of furniture and books for library.
20,000	\$20,000						Given in personal bonds and cash, the bonds being payable without interest in five equal annual instalments; the whole amount to be used only for the permanent endowment of the seminary.
6,000 300	6,000 300						For general purposes. For furnishing rooms.
600 19,033	600 19,033						} For current expenses.
1,500	1,000						
13,274	500						
	500						
70,000	11,774						Partially in land.
1,900	700					\$1,200	For the expenses of the library and the support of the Peter Hertzog Theological Hall.
				\$1,070			To found Cooper scholarship.
	3,000						For salary of assistant treasurer.
172,345	150,000		\$15,000	2,125			To found Sarah W. Arms scholarship.
							\$150,000 in stocks and bonds for sundry purposes, and \$15,000 to supplement the Helena professorship.
							Subscriptions amounting to \$1,150 to the century fund.
		\$2,000					} For building a house for professors.
		500					
8,092			(630)				} Mainly for scholarships and professorships.
			(500)				
			(4,402)				
500							To pay the salary of professors and to aid needy students.
				8,500			For the Talman scholarship.
12,300				3,800			For Bishop G. W. Doane scholarship.
							Those using these funds must be matriculates in the institution.
10,000		2,000		10,000			For the endowment of a fellowship.
2,400							To be given in cash, at the death of his widow, for the improvement of the grounds belonging to the university.
32,643							\$300 in real estate.
							\$100, given unconditionally.
2,101 1,000					2,101		In cash and bonds for buildings and scholarships.
1,295							For general uses in education and for library.

TABLE XIX.—Statistics of educational

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
INSTITUTIONS FOR SUPERIOR INSTRUCTION OF WOMEN—Cont'd.			
Mt. Holyoke Female Seminary {	South Hadley, Mass.	{ R. R. Graves.....	New York, N. Y....
Stephens Female College.....	Columbia, Mo.....	{ Rodney Wallace.....	Fitchburg, Mass....
		James L. Stephens.....	Columbia, Mo.....
New Hampshire Conference Seminary and Female College.	Tilton, N. H.....	{ N. G. Ladd, M. D.....	Malden, Mass.....
		{ George W. Lane.....	Hampton, N. H.....
		{ Citizens of Canandaigua.....	
Granger Place School.....	Canandaigua, N. Y.	{ Various other persons.....	
Academy of Mt. St. Vincent...	New York, N. Y...		
Granville Female College.....	Granville, Ohio...		
Hillsboro' Female College.....	Hillsboro', Ohio...	Mrs. Buntaine (deceased)	Hillsboro', Ohio....
		{ Hon. Reuben Hitchcock.....	Painesville, Ohio...
Lake Erie Seminary.....	Painesville, Ohio...	{ Gen. J. S. Casement.....	Painesville, Ohio...
		{ Jared Murry.....	Painesville, Ohio...
		{ Rev. H. C. Haydn.....	Cleveland, Ohio....
		{ Other persons.....	
Andrew Female College.....	Huntsville, Tex...		
Vermont Methodist Seminary and Female College.	Montpelier, Vt...	Various persons.....	
Milwaukee College.....	Milwaukee, Wis...		
PREPARATORY SCHOOLS.			
Norwich Free Academy.....	Norwich, Conn...	Various persons.....	Norwich, Conn....
Hebron Academy.....	Hebron, Me.....	From the Baptist denomination.	
Phillips Academy.....	Andover, Mass...		
Lawrence Academy.....	Groton, Mass....	{ James Lawrence.....	Groton, Mass.....
St. Mark's School.....	Southborough, Mass.	{ Samuel Green, M. D.....	Boston, Mass.....
Austin Academy.....	Centre Strafford, N. H.	Francis C. Foster and H. N. Hudson.	Cambridge, Mass....
		Daniel Austin.....	Kittery, Me.....
		{ Anonymous.....	
Phillips Exeter Academy.....	Exeter, N. H.....	{ Rev. Charles Burroughs, D. D.	Portsmouth, N. H....
Farnum Preparatory School....	Beverly, N. J....	Edward T. Farnum.....	
Peddle Institute.....	Hightstown, N. J..	T. B. Peddie.....	Newark, N. J.....
Park Institute.....	Rye, N. Y.....	Trustees of school.....	Rye, N. Y.....
Brooks School.....	Cleveland, Ohio...	Various persons.....	Cleveland, Ohio....
Greenwich Academy.....	East Greenwich, R. I.	Various persons.....	
		{ Hon. William Claflin.....	Boston, Mass.....
		{ The Claflin family.....	
		{ Freedmen's Aid Society of Cincinnati.	
Claflin University.....	Orangeburg, S. C..	{ Society for Propagation of the Gospel.	Boston, Mass.....
		{ Other persons and societies.	

STATISTICAL TABLES.

Benefactions for 1877, &c.—Continued.

Benefactions.							Object of benefaction and
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$5,500	\$5,000					\$500	For education (permanent)
20,000	20,000						For art department.
							For general endowment, that a first class be maintained.
11,000	10,000						Subject to 7 per cent. on life of donor; to fund "social, moral, and bible."
	1,000						To increase the endowment.
		\$4,272					For the purchase of school conditions that the school and in the city for five years.
4,336						64	For the library and reading; valuation books and maps and curriculum.
600	600						For steam heating apparatus
2,000		1,000					Expend to be paid over to and if \$5,000 be added
10,000	10,000						years from the death of it is to be used for the of the building department to be applied to the end
							and permanency.
22,440	7,000	14,440		\$1,200			\$14,440 for new building drive and \$1,200 for fund.
2,000							Of this \$1,000 is the to
20,000	20,000						For endowment fund.
200						100	Value of specimens for in
							commence.
20,000	20,000						For general fund.
15,000	15,000						To ensure the security of
							Latin University and of the
200	200						the interest will be the
200	200						For current expenses.
						100	\$100 for purchase of books, etc.
000						000	For library, also a number
0,000	0,000						To ensure the security.
	2,000					20	\$2,000 is for the present
2,000				1,000			class of fund. \$1,000
							long-term for the future
2,000		\$2,000					A portion of the fund
000	000						is for the purchase of
2,000	2,000						of current expenses
							For the purchase of
							library for the
							of work.
4,000							To ensure the

TABLE XIX.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
PREPARATORY SCHOOLS—Cont'd.			
Burr and Burton Seminary	Manchester, Vt. . .	Citizens	Chicago, Ill.
Preparatory Department of Northwestern University.	Watertown, Wis. . .	Evangelical Lutheran Syn- od of Wisconsin.	
INSTITUTIONS FOR SECONDARY INSTRUCTION.			
Greene Springs School	Greene Springs, Ala.	J. E. Mathews	Dallas County, Ala.
Talladega College	Talladega, Ala. . .	American Missionary So- ciety.	New York, N. Y.
Mills Seminary for Young La- dies. . .	Brooklyn, Cal.	{ Mrs. William Hyde	Ware, Mass.
Immaculate Heart of Mary	Gilroy, Cal.	{ Miss Sarah Sage	Ware, Mass.
		{ Mrs. James Williamsou ..	New York, N. Y.
		Mrs. Catherine Dunne	San José, Cal.
Academy of Notre Dame	Marysville, Cal. . .	Michael Fallent	Wheatland, Cal.
School of the Holy Cross	Santa Cruz, Cal. . .		
Wolfe Hall	Denver, Colo.	Miss Catherine L. Wolfe ..	New York, N. Y.
Fitch's Home School	Noroton, Conn. . .	{ Benj. Fitch	Noroton, Conn.
St. Margaret's Diocesan School for Girls.	Waterbury, Conn. .	{ Philander Botter (dec'd) ..	
Wilmington Conference Acad- emy.	Dover, Del.	Various persons	Delaware and East- ern Maryland.
Cookman Institute	Jacksonville, Fla. .	Various persons	
Masonic Academy	Milton, Fla.	Smithsonian Institution and various departments of the General Govern- ment.	
Wofford Academy	Cass Station, Ga. . .	W. T. Wofford	
Hearn Manual Labor School.	Cave Spring, Ga. . .		
Oak Grove Academy	Garden Valley, Ga. .	Various persons	
Adams' Practical School	Linton, Ga.	Various persons	
Mount de Sales Academy	Macon, Ga.	{ T. C. Dempsey	Macon, Ga.
		{ C. Burke	
		{ D. and M. Daly	
		{ Dr. J. Ingalls	
		{ E. O'Connell	
Nacoochee High School	Nacoochee, Ga.	Other persons	
Jennings Seminary	Aurora, Ill.	Geo. W. Williams	Charleston, S. C.
Monticello Female Seminary ...	Godfrey, Ill.	Citizens of Aurora and vicinity.	
		Benj. Godfrey	
Bradford Academy	Bradford, Iowa	Citizens of Bradford	
Coe Collegiate Institute	Cedar Rapids, Iowa .	T. M. Sinclair	Cedar Rapids, Iowa..
Lenox Collegiate Institute	Hopkinton, Iowa . .	{ T. M. Sinclair	Cedar Rapids, Iowa..
		{ Synod of Iowa (North) ..	
Le Grand Christian Institute. . .	Le Grand, Iowa. . .	Various persons	

benefactions for 1877, &c.—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$55				\$55			Two prizes, to be known as the "Skinner prizes," one for the best student, the other for the best written original essay; the candidate for either of these prizes must be in the school during the entire year.
6,000	\$6,000						
600		\$600					One fine telescope, valued at \$600. For current expenses.
10,000	10,000						
4,000					\$4,000		For the purpose of opening a day school for boys under 12 years of age. One-fourth of all his property, real and personal, to pay debts of institution. \$200 for the use of one of the Sisters and \$300 for the orphans. For current expenses.
5,000	5,000						
500	500						For soldiers' orphans; also houses, lands, library, and valuable paintings from Mr. Fitch for the same purpose.
1,000	1,000						
1,000	500						To liquidate debt.
5,000	5,000						
1,100	1,100						To aid those studying for the ministry. 53 volumes for library, 2 atlases, and 75 maps.
300					300		
300	300						To pay principal's salary. To found a high school. For repairing school room. To aid in paying the salary of the principal.
12,000	12,000						
40		40					To make an addition to building.
300	300						
1,000		1,000					To pay tuition in part. For repairs.
450	450						
300		300					Nearly all of the school property, which is estimated to be worth \$175,000, was given by Mr. Godfrey for the advancement of female education. For chemical laboratory. This is the amount of interest on certain bonds which have been devoted to the founding of mathematical, classical, biblical, and oratorical prizes. For library and general interests of the school.
27		27		80			
80						\$120	For repairing chapel; it is the interest on an invested fund belonging to the synod. To erect a hall for boarding department.
320		200					
6,500		6,500					

TABLE XIX.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
INSTITUTIONS FOR SECONDARY INSTRUCTION—Continued.			
Mitchell Seminary	Mitchellville, Iowa	Hon. Thomas Mitchell and other persons.	.....
Alexander College.....	Burkesville, Ky ...	Various persons	Kentucky
Marion Academy.....	Marion, Ky.....	Board of trustees.....	.....
Saint Hyacinth's Convent	Monroe, La.....	.....	.....
Hallowell Classical and Scientific Academy.	Hallowell, Me.....	Mrs. C. A. Eastman	Venice, Italy.....
Peirce Academy.....	Middleboro', Mass.	By subscription .....	.....
New Salem Academy;	New Salem, Mass..	Rev. J. N. Trask	New Salem, Mass.
Sawin Academy and Dowse }	Sherborn, Mass. ...	{ Martha Sawin .....	.....
High School. ....	.....	{ Thomas Dowse .....	.....
Wesleyan Academy	Wilbraham, Mass.	Residents of Wilbraham .....	.....
Latimer Hall	Fentonville, Mich.	.....	.....
Gustavus Adolphus College	St. Peter, Minn ...	{ Churches of the Minne- sota Conference (Swed- ish Evangelical Luth- eran). Citizens of St. Peter .....	.....
Wesleyan Methodist Seminary	Waseoja, Minn ...	Various persons .....	.....
Mt. Hermon Female Seminary..	Clinton, Miss	Rev. E. Hathaway	Cincinnati, Ohio
Grand River College	Edinburg, Mo.....	.....	.....
Stewartsville Male and Female Seminary.	Stewartsville, Mo.	Anonymous .....	.....
Proctor Academy	Andover, N. H.	Col. Sweatt (deceased)	Franklin, N. H.
Atkinson Academy	Atkinson, N. H. ...	.....	.....
New Hampton Literary Institu- tion.	New Hampton, N. H.	Various persons .....	.....
Coe's Northwood Academy	Northwood, N. H. ...	E. S. Coe	Bangor, Me.....
Tubbs' Union Academy	Washington, N. H.	Mr. and Mrs. Tubbs	Deering, N. H.
.....	.....	{ Mrs. William P. White	Boston, Mass.
.....	.....	{ Mr. and Mrs. Youngman	Wilmot, N. H.
Essex Large School of Practice ..	Wilmot, N. H.	{ Nathan Brown .....	.....
.....	.....	{ Calvin Fiske .....	.....
.....	.....	{ Charles Trussell	Wilmot, N. H.
South Jersey Institute	Bridgeton, N. J. ...	{ Miss A. M. Mulford .....	.....
.....	.....	{ Miss Hannah Mulford .....	.....
.....	.....	{ H. J. Mulford and others .....	.....
St. Stephen's School	Millburn, N. J.	E. S. Renwick	Millburn, N. J.
Amsterdam Academy	Amsterdam, N. Y.	General subscriptions .....	.....
Cayuga Lake Academy	Aurora, N. Y.	E. B. Morgan	Aurora, N. Y.
Bedford Academy	Bedford, N. Y.	Residents of Bedford and vicinity.	.....
Union Academy of Belleville ...	Belleville, N. Y. ...	150 citizens of Belleville and its vicinity.	.....
St. Mary's School	Brooklyn, N. Y.	Rev. H. O'Laughlin	Brooklyn, N. Y.
Ten Broeck Free Academy	Franklinville, N. Y.	Peter Ten Broeck (deceased).	Farmersville, N. Y. ..
St. Paul's School	Garden City, N. Y.	Mrs. A. T. Stewart	New York, N. Y.

benefactions for 1877, &c.—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$20,000	.....	\$20,000	.....	.....	.....	.....	For the erection of building; is now partially in land.
8,000	\$8,000	.....	.....	.....	.....	.....	For an endowment fund, on condition that it be used for the education of girls.
1,500	.....	1,500	.....	.....	.....	.....	To erect and furnish an addition to old building.
240	.....	240	.....	.....	.....	.....	To assist in purchasing a lot for convent.
1,000	1,000	.....	.....	.....	.....	.....	A collection of large photographs of European paintings for use in the study of art.
45,000	{ 40,000	.....	.....	.....	.....	.....	{ A Mason and Hamlin cabinet organ. For educational purposes, on condition that a high school be maintained. For general purposes. For payment of debt.
411	{ 5,000	.....	.....	.....	.....	.....
500	{ 411	.....	.....	.....	.....	.....
15,000	{ 500	.....	.....	.....	.....	.....	For payment of debt.
4,000	{ 12,500	.....	.....	.....	.....	.....
873	{ 2,500	.....	.....	.....	.....	.....
2,500	{ (4,000)	.....	.....	.....	.....	.....	For endowment, apparatus, and library; this amount also includes the value of several gifts of books and apparatus.
63	873	.....	.....	.....	.....	.....	Also several other contributions of from \$50 to \$200 each.
1,000	2,500	.....	.....	.....	.....	.....	To be added to the endowment fund on condition that only the interest be used.
2,000	63	.....	.....	.....	.....	.....	As a permanent fund, on condition that the income only be expended.
600	1,000	.....	.....	.....	.....	.....	To aid in establishing a commercial college in connection with the institution.
500	2,000	.....	.....	.....	.....	.....	For current expenses.
1,500	600	.....	.....	.....	.....	.....	For general purposes.
200	500	.....	.....	.....	.....	.....
35,000	1,500	200	.....	.....	.....	.....	For building.
700	.....	.....	.....	.....	.....	.....	{ To be used to liquidate debt, on condition that the whole indebtedness be removed. The condition was met. For general purposes. For library and apparatus, on condition that as much more be given by the trustees.
250	700	.....	.....	.....	.....	.....
500	.....	.....	.....	.....	.....	.....
45	500	.....	.....	.....	.....	.....	For principal's salary.
25,000	45	45	.....	.....	.....	.....	For the purchase of additional philosophical apparatus.
3,500	25,000	.....	.....	.....	.....	.....	As an endowment fund, on condition that a school of a certain grade and character be maintained.
75,000	3,500	.....	.....	.....	.....	.....
10,000	75,000	.....	.....	.....	.....	.....	For the founding of an academy where there shall be free instruction for the children of Cattaraugus County, N. Y.
	10,000	10,000	.....	.....	.....	.....	Value of books, furniture, houses, &c., given "to found the best classical school in America," on condition that it be an appendage to the Cathedral of the Incarnation of the diocese of Long Island.

TABLE XIX.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
INSTITUTIONS FOR SECONDARY INSTRUCTION—Continued.			
Le Roy Academic Institute	Le Roy, N. Y. ....	.....	.....
New Berlin Academy	New Berlin, N. Y.	H. O. Moss and others	New Berlin, N. Y.
Nazareth Academy	Rochester, N. Y. ....	.....	.....
Rochester Realschule	Rochester, N. Y.	Rochester Realschulver- ein .....	.....
Saugerties Institute	Saugerties, N. Y.	Various persons .....	.....
New Garden Boarding School ..	New Garden P. O., N. C.	Alley Jay	Providence, R. I.
Washington School	Raleigh, N. C.	{ American Missionary As- sociation. From friends .....	.....
Randall Academy	Berlin, Ohio	Various persons	Jackson County, Ohio ..
Beverly College	Beverly, Ohio	{ John Dodge (deceased) .. Benjamin Dunn (de- ceased) ..	Beverly, Ohio
Academy of Central College	Central College, Ohio	Counties of Central Ohio ..	.....
Albany Enterprise Academy	Lee, Ohio	Agent for the Avery estate ..	Pittsburgh, Pa.
Savannah Male and Female Academy	Savannah, Ohio	Various persons .....	.....
Albany Collegiate Institute	Albany, Oreg.	Thomas Montieth	Albany, Oreg.
Beaver College and Musical In- stitute.	Beaver, Pa.	{ John F. Draw	Beaver, Pa.
Linden Female Seminary	Doylestown, Pa.	{ Cyrus Clarke	New Castle, Pa.
Western Pennsylvania Classi- cal and Scientific Institute ..	Mt. Pleasant, Pa.	{ Henry Hice	Beaver, Pa.
Broad Street Academy	Philadelphia, Pa.	Various persons .....	.....
St. Mary's Seminary	Providence, R. I.	Rev. D. Reley (deceased) ..	.....
Avery Normal Institute	Charleston, S. C.	American Missionary As- sociation ..	.....
Limestone Springs Female High School	Limestone Springs, S. C.	Hon Peter Cooper	New York, N. Y.
Chatata Seminary	Chatata, Tenn.	Van Antwerp, Bragg & Co.	Cincinnati, Ohio
Tannehill College	Gainesboro' Tenn.	Various persons	Gainesboro', Tenn.
Loudon High School	Loudon, Tenn.	Various persons .....	.....
Branner Institute	Moasy Creek, Tenn.	Department of the Interior ..	Washington, D. C.
Nashville Normal and Theolog- ical Institute.	Nashville, Tenn.	{ Mrs. Davis (deceased) ... Other persons	Michigan
Holston Seminary	New Market, Tenn.	{ Abner Cornwell	Penfield, N. Y.
		{ Mrs. Wood	Gloversville, N. Y.
		{ Dr. Potter	Canandaigua, N. Y.
		{ Other persons	New York

Benefactions for 1877, &c.—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$200						\$200	Several citizens of Le Roy contributed \$100 and the State appropriated a like amount toward the purchase of books and apparatus.
100						100	For library.
3,000	\$3,000						To pay the interest on the capital that is invested in the school buildings, on condition that the school be non-sectarian.
700		\$700					To pay debt.
4,200	4,200						
128					\$128		
432	402						For payment of teachers.
200	200						To sustain the school.
							Land and building.
							Land (since sold).
8,106		(8,106)					Given in the last three years to erect buildings and endow professorships.
1,000	1,000						To liquidate debt, on condition that the school be for the education of the colored race.
102	102						To augment principal's salary.
10,750	750	10,000					Land valued at \$10,000 as a location for college building, on condition that the school be under the control of the Presbyterian Church.
6,000		6,000					Payment of debt on building.
450	450						Proceeds of sale of Ingham Female Seminary, Doylestown.
2,500		2,500					To complete building for dormitory.
							Five or six medals (\$5-\$10) to encourage emulation in different classes.
2,000	2,000						For current expenses.
2,728	2,728						
22,000		22,000					Amount invested in property at this place for the purpose of establishing a free institute similar to Cooper Institute, New York City. The annual income from lime works on the property (six to ten thousand dollars) is to be used for the endowment of the school.
25						25	Value of books given to library.
800		800					Value of an additional building, given on condition that it be under the care of the Tannehill Lodge of Free and Accepted Masons.
3,350	3,350						To liquidate debt.
50						50	Value of books.
5,800	5,000						
	800						
	500						
	25						
	75						
	100						
700							For improvements, library, &c.

TABLE XIX.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
INSTITUTIONS FOR SECONDARY INSTRUCTION—Continued.			
Washington College.....	Washington Col- lege, Tenn.	Various persons .....	.....
Wiley University	Marshall, Tex....	{ Erastus Wadsworth	Marshall, Tex
Barre Academy	Barre, Vt.	{ W. H. Davis .....	.....
Derby Academy	Derby, Vt	{ Other persons .....	.....
St. Johnsbury Academy.....	St. Johnsbury, Vt.	Various persons .....	.....
Green Mountain Perkins Acad- emy.	South Woodstock, Vt.	Thaddeus Fairbanks	St. Johnsbury, Vt....
Albion Academy	Albion, Wis	Nathan T. Churchill	Woodstock, Vt
Lake Geneva Seminary.....	Geneva, Wis	Various persons	Albion, Wis
St. Mary's Institute	Prairie du Chien, Wis.	{ S. P. Farrington	Chicago, Ill.
St. Catharine's Female Academy	Racine, Wis	{ Dr. B. O. Reynolds	Geneva, Wis
St. John's School	Logan, Utah	{ Hon. J. Lawler and Hon. P. Doyle	Prairie du Chien, Wis.
Wasatch Academy	Mt. Pleasant, Utah	{ Society of Foreign Mis- sions.	Munich, Bavaria....
School of the Good Shepherd ...	Ogden, Utah	{ Mrs. Roeschen .....	.....
Brigham Young Academy	Provo City, Utah.	Various persons .....	.....
.....	.....	Various persons .....	.....
.....	.....	Various persons .....	.....
St. Mark's Grammar School....	Salt Lake City, Utah.	Various persons, churches, and Sunday schools.	.....
Salt Lake Collegiate Institute..	Salt Lake City, Utah.	Various persons .....	.....
LIBRARIES.			
Chicago Historical Society Li- brary.	Chicago, Ill.	{ H. D. Gilpin (deceased) ..	Philadelphia, Pa....
Public Library and Reading Room.	Cedar Falls, Iowa.	{ Subscriptions .....	.....
.....	.....	Citizens	Cedar Falls, Iowa....
Mt. Pleasant Public Library ...	Mt. Pleasant, Iowa	.....	.....
House of the Angel Guardian ...	Boston, Mass. ....	.....	.....
Malden Public Library	Malden, Mass. ....	.....	.....
North Hadley Library Associa- tion.	North Hadley, Mass.	North Hadley Lyceum .....	.....
Rumford Library	North Woburn, Mass.	.....	.....
The Snow Library	Orleans, Mass.	David Snow (deceased) ...	Boston, Mass
Paxton Free Public Library	Paxton, Mass. ....	.....	.....
Pembroke Free Library	Pembroke, Mass. ....	.....	.....
Graves Library	Sunderland, Mass.	Executors of R. R. Graves	.....
Tewksbury Public Library	Tewksbury, Mass.	.....	.....
Ladies' Library Association	Coldwater, Mich.	.....	.....
Barron Library	Woodbridge, N. J.	{ Thomas Barron (deceas'd) Dr. John C. Barron .....	.....
Seymour Library Association ..	Auburn, N. Y	James S. Seymour (de- ceased).	Auburn, N. Y
Pottsville Athenæum	Pottsville, Pa. ....	.....	.....
Titusville Library Association ..	Titusville, Pa.	Members of incorporation and others.	.....
Providence Public Library	Providence, R. I. ....	.....	.....
Thetford Memorial Library	Thetford, Vt.	Mrs. N. L. Barney (de- ceased).	New York, N. Y....

benefactions for 1877, &c.—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$70	\$70						For fencing and other repairs.
80	80						To pay instructors.
2,000	2,000						For repairs and other current expenses.
100	100						Value of cabinet organ.
3,500	3,500						For current expenses.
1,000	1,000						To increase the fund of the college.
4,000	4,000						In negotiable notes to pay debts.
50						\$50	Value of a microscope and of books for library.
10,000		\$10,000					For the erection of St. Mary's Hall.
689	489						
	200						
1,000		1,000					For school building.
000					\$800		
1,000				\$1,000			For scholarships (\$40 each).
21,000	6,000	15,000					\$15,000 is the value of grounds, buildings, and apparatus; \$5,000 are for the fund of the academy, and \$1,000 the income from all productive funds.
5,008					5,008		
1,800				1,800			For scholarships (\$30 each); \$800 were from Home Mission Board.
60,510						64,000	In Chicago City bonds and real estate (not yet available).
350		2,510				350	For building for the society.
							For library; also a gift of 1,300 volumes from a library heretofore maintained by a club.
147						147	
1,910						1,910	
5,000						5,000	
9						9	
2,000						2,000	Includes membership fees.
5,000						5,000	
100						100	
500						500	Of this \$300 is the value of books received.
2,000						2,000	
400						400	Includes the value of all books received as gifts.
145						145	
53,000		3,000				50,000	Value of ground on which the library building stands.
80,320						30,320	Of this \$320 were a gift from another source.
50						50	
8,227						3,227	Of this \$3,000 were from thirty members of the incorporation, who subscribed \$100 each for the founding of a permanent fund.
92,750						92,750	
4,000						4,000	\$1,000 are invested in books.

TABLE XIX.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
LIBRARIES—Continued.			
Vergennes Library.....	Vergennes, Vt....	Miss Susan B. Strong and others.	.....
INSTITUTIONS FOR THE DEAF AND DUMB.			
Institution for the Deaf and Dumb and the Blind.	Berkeley, Cal.....	Robert W. Durham (deceased).	Chico, Cal.....
American Asylum for the Deaf and Dumb.	Hartford, Conn...	{ James S. Seymour (deceased).	Auburn, N. Y.....
		{ Miss Eliza Morrison.....	Peterboro', N. H....
Illinois Institution for the Education of the Deaf and Dumb.	Jacksonville, Ill..	{ Departments of the General Government.	Washington, D. C..
		{ Northwestern Electrical Company.	.....
St. Joseph's Institute for the Improved Instruction of Deaf-Mutes.	Fordham, N. Y....	.....	.....
New York Institution for the Instruction of the Deaf and Dumb.	New York, N. Y..	{ E. Holbrook.....	New York, N. Y....
		{ B. F. Wheelwright.....	New York, N. Y....
		{ Harriet Stoner.....	New York, N. Y....
North Carolina Institution for the Deaf and Dumb.	Raleigh, N. C.....	John Kelly.....	Hillaboro', N. C....

benefactions for 1877, &c.—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$1,521						\$1,521	
32,000	\$32,000						For the benefit of the Institution for the Deaf and Dumb.
} 6,777	{ 4,777						} For general purposes.
		2,000					
							A number of public documents.
							All instruments used in telegraphy.
120	120						
} 12,870	{ 11,758						} The first two gifts for general purposes of the institution; one-half of the interest on the last to be added to the principal, the other half to be expended for a prize for the best congenital deaf-mute graduate in any year.
		1,000					
		112					
3,000						3,000	\$240 is the interest, which is to be expended for books.

TABLE XX.—*Publications, educational, historical, &c., for 1877; compiled from publishers' announcements, by the United States Bureau of Education.*

Name of book and of author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
1	2	3	4	5	6
ARCHÆOLOGY, FINE ARTS, AND MUSIC.					
Analytical Theory of Harmony and Musical Composition. By H. S. Saroni.	Oliver Ditson & Co	Boston, Mass.	8vo	160	\$1 25
Art Anatomy. By Dr. William Krimmer.	Little, Brown & Co	do	Oblong 4to.		50 00
Industrial Art Education Considered Economically. By Prof. Walter Smith.	Lockwood, Brooks & Co	do	8vo	20	50 20
What is Art? By S. G. W. Benjamin.	do	do	8vo	75	
Graded Music Reader. For Use in Public Schools. By H. S. Perkins. 3 books.	G. D. Russell & Co	do			35, 40, 50
The Singer's Handbook. By Henry Robyn. New and revised edition.	C. Witter	St. Louis, Mo.	Oblong 4to.	61	30
Vocal Physiology. By Charles Alexander Guilmette.	C. C. Pearson & Co	Cumcord, N. H.	8vo	176	1 50
The Theory of Art and Some Objections to Utilitarianism. By Guy D. Daly. M. D.	D. Appleton & Co	New York, N. Y.	8vo	13	25
The Polytechnic Collection of Music for Academies and High and Normal Schools. By U. C. Burnap and W. J. Wetmore.	A. S. Barnes & Co	do	8vo	200	1 25
Contemporary Art in Europe. By S. G. W. Benjamin. Illustrated.	Harper & Bros	do	8vo	165	3 50
Art Education as Applied to Industry. By Col. Geo. W. Nichols.	do	do	8vo	4 00	
A Text-book of Harmony for Schools and Students. By Chas. E. Horsley.	do	do	12mo.	ix, 89	88
The Renaissance. Studies in Art and Poetry. By Walter H. Pater. Second edition, revised.	Macmillan & Co	do	Crown 8vo	225	3 00
temperament. An Elementary Treatise on Musical Intervals and Temperament. By R. H. M. Bosanquet.	do	do	8vo		2 00
Manual of Musical Theory. By Carl Friederich Weitzman. Edited by E. M. Bowman.	W. A. Pond & Co	do	8vo	289	2 50
The Child's Piano Instructor for Class and Private Teaching. By S. M. Wolfshelm.	G. Schirmer	do	4to	38	1 50
Woman as a Musician: An Art-Historical Study. By Fanny Raymond Ritter.	Edward Schuberth	do	12mo.		Paper, 25
Musical and Musicians. By Robt. Schumann. Translated, edited, and annotated by Fannie R. Ritter.	do	do	8vo	418	2 75
The Ceramic Art of Great Britain. By L. Jewett. With 2,000 engravings. 2 vols.	Scribner, Welford & Armstrong.	do	8vo		18 00
The Anatomy and Philosophy of Expression as Connected with Fine Arts. By Sir Charles Bell.	do	do	12mo.		2 00
History of the Ceramic Art. By Albert Jacquemart. New edition.	do	do	Royal 8vo.		10 50
A Manual of the Historical Development of Art. By G. G. Zerilli.	do	do	Crown 8vo.		3 00
Woodward's Artistic Drawing Studies for Artists, Art Students and Schools. Complete in 20 parts. Parts 2-5.	W. H. Stelle & Co	do	4to		Each, 50
Elementary Perspective Explained and Adapted to Familiar Objects. By M. J. Koller.	R. Clarke & Co	Cincinnati, Ohio.	12mo.	47	1 00
Engraved Gems: Their Places in the History of Art. With catalogue of a cabinet of gems. By Maxwell Sommerville. Illustrated.	Porter & Coates	Philadelphia, Pa.	8vo	71, 67	1 25

BIBLIOGRAPHY AND LITERATURE.

Hours with Men and Books. By Wm. Mathews.	S. C. Griggs & Co.	Chicago, Ill.	12mo.	2 00
Classical English Reader. By Rev. Henry N. Hudson.	Ginn & Heath	Boston, Mass.	12mo.	1 40
An Introduction to the Rhythmic and Metric of the Classical Languages.	do	do	do	50
Edited from the German by John Williams White, A. M.	do	do	do	38
The Odes of Horace in English Verse. By Caskie Harrison. Part I, containing the First Book.	do	do	do	3 00
Text-Book of Prose and Poetry, from Addison and Goldsmith. By Rev. Henry N. Hudson. Pamphlet sections.	do	do	do	2 00
Familiar Quotations. By John Bartlett. Seventh edition, revised and enlarged.	Little, Brown & Co.	do	16mo.	80
Studies in Early French Poetry. By Walter Bessant, A. M.	do	do	12mo.	3 00
Literature Primers:	Robert's Bros.	do	12mo.	2 00
Classical Geography. By H. F. Tozer, M. A. Edited by J. R. Green, M. A.	do	do	12mo.	45
Philology. By John Peile, M. A. Edited by J. R. Green, M. A.	D. Appleton & Co.	New York, N. Y.	18mo.	45
Shakespeare from an American Point of View, with the Baconian Theory Considered. By Geo. Wilkes.	do	do	18mo.	3 00
A First Sketch of English Literature. By Prof. Henry Morley. Second edition.	do	do	8vo.	3 50
Library of English Literature. By Prof. Henry Morley. Vols. I and II, illustrated.	Cassell, Petter & Galpin	do	Crown 8vo.	3 50
History of Art. By Dr. Wilhelm Lübke. A new translation from the seventh German edition. Edited with notes by Clarence Cook. In 2 vols. Illustrated.	do	do	4to.	512 } Each, 5 00
Commentary to Euripides. By Chas. Anthon, LL. D.	Dodd, Mead & Co.	do	8 vo.	571 } 14 00
Scannan's Mythology. Edited from the German of O. Seemann by G. H. Bianchi, B. A. Illustrated.	do	do	18mo.	453 } 1 05
Lawrence's (Eugene) Historical Studies:	Harper & Bros.	do	16mo.	311 } 70
Primer of Greek Literature.	do	do	32mo.	142 } 25
Primer of Latin Literature.	do	do	32mo.	130 } 25
Primer of Medieval Literature.	do	do	32mo.	125 } 25
Apologies of Justin Martyr. Vol. 5 of Longhans Series of Christian Greek and Latin Writers. Introduction and notes by Basil L. Gildersleeve, Ph. D., LL. D.	do	do	12mo.	xl, 280 } 1 75
White's (C. A.) Classical Literature.	Henry Holt & Co.	do	Large 12mo.	2 25
History of English Literature. By H. A. Taine. New edition. 2 vols. in 1	do	do	8vo.	4 00
The Eighteenth Century in Literature and Scholarship. By Thomas Do Quincy, Riverside edition.	Hurd & Houghton	do	Crown 8vo.	1 75
Horace's Life and Character. An Epitome of his Satires and Epistles. By R. M. Hovenden, B. A.	Macmillan & Co.	do	16mo.	1 75
Old Tales Retold from Grecian Mythology in Talks Around the Fire. By Augusta Larned. Illustrated.	Nelson & Phillips.	do	12mo.	2 00
Dictionary of Dates. By Joseph Haydn. Fifteenth English edition. Edited by Benjamin Vincent. With an American supplement by G. P. Putnam, A. M.	G. P. Putnam's Sons	do	Large 8vo.	9 00
The Best Reading. Edited by Fred. B. Perkins. Fourth edition, revised and enlarged.	do	do	8vo.	1 75
The World's Progress. By Geo. P. Putnam, A. M. Revised and continued by F. B. Perkins.	do	do	8vo.	4 50

TABLE XX.—*Publications, educational, historical, &c., for 1877, &c.*—Continued.

Name of book and of author.	1	Name of publisher.	2	Place of publication.	3	Size of book.	4	Number of pages.	5	Price.	6
BIBLIOGRAPHY AND LITERATURE.—Continued.											
History of French Literature. By Henri Van Laun: Vol. 2. From the Classical Renaissance until the End of the Reign of Louis XIV.			G. P. Putnam's Sons	New York, N. Y.		8vo		xiv, 362		\$2 50	
Vol. 3. From the End of the Reign of Louis XIV until the End of the Reign of Louis Philippe.			do	do		8vo				2 50	
A Bibliography of Bibliography. By Joseph Sabin.			J. Sabin & Sons	do		8vo		151		1 50	
Bibliotheca Americana—A Dictionary of Books relating to America from its Discovery to the Present time. By Joseph Sabin. Parts 47-54.			do	do		Each, 8vo				Pap., ea., 2 50	
Ancient Mycenae. By Dr. Henry Schliemann. Preface by Rt. Hon. W. E. Gladstone, M. P.			Scribner, Armstrong & Co.	do		4to				12 00	
Foray's Life of Cicero. New edition. 2 vols. in 1.			do	do		12mo				2 50	
The Manual of Dates. By George H. Townsend. Fifth edition.			Scribner, Welford & Armstrong.	do		8vo		384, 841		9 00	
Webster's Dictionary of Quotations			do	do		12mo				1 25	
The Unrivalled Classical Atlas. By W. and A. K. Johnston. 23 colored maps.			do	do		4to				1 50	
Saemann's (O.) Mythology of Greece and Rome. Translated by G. H. Bianchi, B. A.			do	do		12mo		275			
Shakespeare Commentaries. By Dr. G. G. Gervinus.			do	do		8vo				5 25	
Science of Rhetoric. By D. J. Hill			Sheldon & Co	do		16mo		953		1 20	
The Æneid of Virgil. By Prof John Conington, A. M. New edition			W. J. Widdleton	do		Crown 8vo		304		2 25	
English Literature Considered as the Interpreter of English History. By Henry Coppée, LL. D. Fourth edition.			Claxton, Remsen & Haffelfinger.	Philadelphia, Pa.		12mo				2 25	
Grammatical Praxis in American Literature. By Robt. K. Buehrle			Cowperthwait & Co.	do		12mo		80		20	
Science of Language. By A. Hovelacque. Translated by A. H. Keane, B. A. Vol. 1.			J. R. Lippincott & Co.	do		12mo				1 75	
Chambers's Cyclopædia of English Literature. Edited by Robert Chambers, LL. D., and Robert Carruthers, LL. D. New stereotyped edition of 1876. Illustrated. 2 vols.			do	do		Royal 8vo		Vol. 1...xvi, 816 Vol. 2...xvi, 818		9 00	
Demosthenes. Vol. 4 of Supplemental Series of Ancient Classics for English Readers. By Rev. W. J. Broadbent.			do	do		12mo				1 00	
Aristotle. Vol. 5 of Supplemental Series of Ancient Classics for English Readers. By Sir Alex. Grant.			do	do		12mo				1 00	
Goethe's Prose. By C. A. Buchheim, Pitt. D., F. C. F.			do	do		12mo				1 50	
Odes of Horace. Translated into English verse by Theo. Martin.			Porter & Coates	do		16mo				1 00	
An Abridgment of Kama's Elements of Criticism. Edited by John Frost, A. M.			do	do		12mo				1 00	
Cyclopedia of American Literature. By E. A. and G. L. Duyckinck. Edited by M. L. Minahan. 2 vols.			Wm. Butler & Co.	do		8vo		2080		Each, 5 00	

DICTIONARIES AND ENCYCLOPEDIAS.

Students' Commonplace Book. Index of valuable references. By H. I. Fox, D. D.	A. S. Barnes & Co.....	New York, N. Y.....	4to.....	500	4 50
Royal Masonic Cyclopaedia. Edited by K. R. H. MacKenzie.	J. W. Bontou.....	do.....	Large 8vo.....	780	7 00
Cyclopaedia of Biography. By Parke Godwin. New edition.	G. F. Putnam's Sons.....	do.....	8vo.....	1200	5 00
An Etymological and Pronouncing Dictionary of the English Language. By James Stormonth.	Scrutiner, Welford & Armstrong.....	do.....	12mo.....	775	3 75
Cyclopaedia of Education. Edited by Henry Kiddle and A. J. Schem.	E. Steiger.....	do.....	8vo.....		5 00
Chambers's Encyclopaedia. New and revised edition. Edinburgh edition. 10 vols.	R. Worthington.....	do.....	Royal 8vo.....		25 00
Latham's Johnson's Dictionary. New edition. Edited by R. G. Latham, M. A., M. D.	do.....	do.....	8vo.....	1000	7 50
A Dictionary of Chemistry and the Allied Branches of other Sciences. By Henry Watts, F. C. S. With 2 supplements. 5 vols.	do.....	do.....	8vo.....		75 00
Encyclopaedia Britannica. Ninth edition. American reprint. Vols. 5 and 6. Illustrated.	J. M. Stoddard & Co.....	Philadelphia, Pa.....	Each 8vo.....	725, 750	Each, 5 00
EDUCATION.					
Analytical Grammatical Chart of the English Language. By J. Derham and A. M.	J. Derham.....	Santa Rosa, Cal.....	41 by 53 inches.....	48	3 50
Choice Extracts for Recitation in Schools and Families. By Chas. Northend, A. M.	Brown & Gross.....	Hartford, Conn.....	16mo.....		12
A Graded Test Spelling Book. By J. Gilbert.	R. S. Davis & Co.....	Boston, Mass.....	32mo.....	104	25
Essentials of English Grammar. For Use in Schools. By W. D. Whitney.	Ginn & Heath.....	do.....	12mo.....	260	88
Elocution Simplified. By Walter K. Forbes.	Lee & Shepard.....	do.....	16mo.....	94	60
Universal School Record. By W. E. Ducks.	do.....	do.....	do.....		60
A Brief History of the Art of Stenography, with a Proposed New System of Phonetic Short-hand. By Wm. F. Upham.	Essex Institute.....	do.....	8vo.....	120	1 25
The Book of Eloquence. By Chas. D. Warner.	E. C. Eastman.....	Concord, N. H.....	12mo.....	452	1 50
Illustrated Lessons in Our Language. By G. F. Quackenbos.	D. Appleton & Co.....	New York, N. Y.....	12mo.....	102	55
Appleton's Readers. By Wm. T. Harris and A. J. Rickoff.	do.....	do.....	do.....		
Handbook of Punctuation. By W. J. Cocker, A. M.	A. S. Barnes & Co.....	do.....	10mo.....	127	60
Compendium of Ornamental Penmanship. By Prof. D. T. Ames. 46 plates.	A. J. Bicknell & Co.....	do.....	4to.....		5 00
A New System of Short-hand. By Rev. W. E. Scofield. Ninth American edition.	Campbell & Co.....	do.....	12mo.....		1 75
The Grammar School Speller and Definer. By E. D. Farrell.	Catholic Pub. Soc.....	do.....	12mo.....		75
Higher Lessons in English. By Alonzo Reed, A. M., and Brainerd Kellogg.	Clark & Maynard.....	do.....	16mo.....	256	75
A Primary Normal Speller. In script type. By A. G. Beecher.	do.....	do.....	12mo.....		25
The School Room Guide. Part I. Language and Letter-writing. By E. V. DeGraft, A. M.	Davis, Bardeen & Co.....	Syracuse, N. Y.....	16mo.....		25
Dr. Witt's School Dialogues. Nos. 3-6.	R. M. De Witt.....	New York, N. Y.....	Each, 10mo.....		10
Muesel's Dialogues for Little Folks.	do.....	do.....	16mo.....	192	50
Wester's Progressive Speaker.	do.....	do.....	16mo.....	102	50
Juvenile Speaker. Mrs. Russell Kyranaugh.	Dick and Fitzgerald.....	do.....	16mo.....	128	50
Dick's Recitations and Readings. Nos. 5 and 6. Edited by Wm. B. Dick.	do.....	do.....	Each, 10mo.....	Each, 180	Each, 1 75
Mumson's Complete Phonographer. Revised edition.	Harper & Bros.....	do.....	do.....		1 40
English Grammar as bearing on Composition. By Alexander Bain, LL. D.	Henry Holt & Co.....	do.....	12mo.....	xxiv, 358	1 40
Elements of English Grammar. By S. W. Whitney.	E. Steiger.....	do.....	12mo.....		45
Guide to the Kindergarten and Intermediate Class, by Elizabeth P. Peabody; and Moral Culture of Infancy, by Mary Mann. Revised edition.	do.....	do.....	12mo.....	216	1 25

TABLE XX.—*Publications, educational, historical, &c., for 1877, &c.—Continued.*

Name of book and of author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
1	2	3	4	5	6
EDUCATION—Continued.					
The Kindergarten Guide. By Maria Kraus-Bilte and John Kraus:					
No. 1. First and Second Gifts	E. Steiger	New York, N. Y.	8vo	vi, 26	\$0 65
No. 2. Third, Fourth, Fifth, and Sixth Gifts	do	do	8vo	118	1 00
No. 3. Seventh Gift. (Tablets)	do	do	8vo	96	65
How to Teach according to Temperament and Mental Development. By N. S. R. Wells & Co.	S. R. Wells & Co.	do	12mo.	331	1 50
Sight Selections. No. 2. By Prof. J. E. Frohisher. New issue.	Davis, Bardeen & Co.	Syracuse, N. Y.	12mo.	160	40
Good to Teach. A Manual of Methods for a Graded Course of Instruction.	Van Antwerp, Bragg & Co.	Cincinnati, Ohio	12mo.	276	1 00
For Henry Kiddle, A. M. Improved edition.	J. H. Butler & Co.	Philadelphia, Pa.	12mo.		Each, 55
Teacher's Literary Selections. In 3 parts. For schools, academies, &c.	Cowperthwait & Co.	do	12mo.		
Thought and Expression. The Child's First Book in Written Language.	do	do	12mo.		
By Samuel S. Greene, LL. D.	W. S. Fortescue & Co.	do	12mo.	120	50
A Manual of Elocution. By M. Josephine Warren. Revised and enlarged.	P. Garrett & Co.	do	Each 12mo.		75
A Hundred Choice Selections. Nos. 13 and 14. By Phineas Garrett.	J. B. Lippincott	do	12mo.	113	1 00
Guidance of Etymology. By S. S. Haldeman, LL. D., M. S. A. S.	do	do	16mo.		75
A Handbook of Punctuation. By Jos. A. Turner, M. A. New and revised edition.	do	do	8vo		3 00
Handy Atlas. A series of forty maps for the use of the general reader.	John P. Baldwin	do	16	10	10
General Maxims. For schools and families. By C. C. Baldwin. Sixth edition.	do	Baldony Falls, Va.	24	15	15
Primary Language Lessons. By C. C. Baldwin. First series. Third edition, revised and corrected.	do	do			
Moral Motives. By C. C. Baldwin. Second edition, revised and enlarged.	Virginia Print	Lynchburg, Va.		11	6
(See Dictionaries.)					
(See Archaeology, Fine Arts, and Music.)					
ENCYCLOPÆDIAS.					
FINE ARTS.					
GENERAL SCIENCE.					
Outlines of Modern Chemistry—Organic. By C. G. Wheeler	Jensen, McClurg & Co.	Chicago, Ill.	12mo.	231	1 75
Elementary Chemistry. By R. F. Peckham, A. M.	John P. Morton & Co.	Louisville, Ky.	12mo.	254	1 00
The Pocket Geologist and Book of Minerals. By H. I. Smith, C. A. M. S.	Kelly, Plet & Co.	Baltimore, Md.	12mo.	128	1 00
The Art of Protecting. By Prof. A. E. Dolbear. A manual of experimentation in Physics, Chemistry, &c.	Lee & Shepard	Boston, Mass.	12mo.		1 50
Inventive Geometry. By W. G. Spencer. New series of Science Primers.	D. Appleton & Co.	New York, N. Y.	18mo.	97	45
Youngman's Class-Book of Chemistry. By E. L. Youngman. New edition.	do	do	12mo.		1 00
Lessons in Electricity. By John Tyndall, D. C. L., F. R. S.	do	do	12mo.		1 00
Fragments of Science. Essays. By John Tyndall, D. C. L., F. R. S. Fifth edition.	do	do	12mo.		2 50
Six Lectures on Light. By John Tyndall, D. C. L., F. R. S. Second edition.	do	do	12mo.		1 50

The Experimental Science Series. 1. Light. By A. M. Mayer and Chas. Bernard.	do	12mo	1 00
Science and Literature in the Middle Ages. By Paul Lacroix. Illustrated.	do	4to	12 00
Annual Record of Science and Industry for 1876. Edited by Prof. Spencer F. Baird.	Harper & Bros	12mo	3 00
First Book in Chemistry. By Worthington Hooker. M. D.	do	4to	90
A Popular Astronomy. By Prof. Simon Newcomb. With Maps and Illustrations.	do	8vo	4 00
A Handbook of Descriptive Astronomy. By George F. Chambers, F. R. S.	Macmillan & Co	8vo	10 00
Third edition.			
Manchester Science Lectures for the People (eighth series):			
What the Earth is Composed of. 3 lectures. By Prof. Roscoe.	do		25
The Succession of Life on the Earth. 3 lectures. By Prof. Williamson.	do		15
Why the Earth's Chemistry is as it is. 3 lectures. By Prof. Lockyer.	do		25
An Introduction to the Theory of Electricity. By L. Cumming.	do	12mo	3 00
Astronomical Myths. By John F. Blake.	do	Crown 8vo	2 00
Science Lectures at South Kensington. Vol. 1. Lectures of Profs. Brewster, Roscoe, Geikie, and Bottomley.	do	12mo	1 75
The Principles of Science. By W. Stanley Jevons. New edition.	do	12mo	3 50
A New Star Atlas. By R. A. Proctor. In 12 circular maps.	G. P. Putnam's Sons	8vo	2 50
Acoustics, Light, and Heat. By William Leese. 200 illustrations. (Advanced Science Series.)	do	12mo	1 50
Inorganic Chemistry. 2 vols. By Prof. T. E. Thorpe, Ph. D., F. R. S. E. (Advanced Science Series.)	do	Each 12mo	1 50
Tables for Systematic Qualitative Chemical Analysis. By John H. Sulzberg.	D. Van Nostrand	8vo	1 00
The Chemist's Manual. By Henry A. Mott, Jr., M. E., Ph. D.	do	8vo	6 00
Qualitative Chemical Analysis. By S. H. Douglass and A. B. Prescott. Second edition.	do	8vo	3 50
An Introduction to Qualitative Chemical Analysis. By F. Beilstein. Translated from the third edition by I. J. Osburn.	do	12mo	75
Text-book of Science on Structural and Physiological Botany. By Otto W. Thomé. Translated and edited by A. W. Bennett, M. A.	John Wiley & Sons	12mo	2 25
Elements of Agricultural Geology. By Wm. K. Kedzie, M. S.	do	12mo	40
The Elements of Theoretical and Descriptive Astronomy. By Chas. J. White, A. M. Third edition, revised.	Van Antwerp, Bragg & Co	12mo	2 00
Troutwine's Civil Engineer's Pocket-book of Mensuration, Trigonometry, Surveying, &c. By John C. Troutwine. Fourth edition, revised and corrected.	Claxton, Remsen & Haffelinger	Demi 8vo	5 00
Outlines of an Industrial Science. By David Syme	do	12mo	
Principles of Theoretical Chemistry. By Ira Remsen, M. D.	Henry C. Baird & Co	12mo	2 00
An Elementary Treatise in Practical Chemistry and Qualitative Inorganic Analysis. For Use of Schools and Colleges. By Frank Clowes.	Henry C. Lee	12mo	1 50
A Primer of Chemistry. By Arthur Vachell	do	12mo	2 50
The Microscopist—A Manual of Microscopy and Compendium of the Microscopic Sciences. By J. H. Wythe, A. M., M. D. Third edition, rewritten and enlarged. 250 illustrations.	Lindsay & Blakiston	16mo	50
	do	8vo	4 50
D. Appleton & Co	New York, N. Y.	4to	3 00

GEOGRAPHY.

Appleton's Hand-Atlas of Ancient Geography. Edited by Rev. George Butler. 28 maps.

TABLE XX.—*Publications, educational, historical, &c., for 1877, &c.—Continued.*

Name of book and of author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
1	2	3	4	5	6
GEOGRAPHY—Continued.					
Elementary Lessons in Physical Geography. (Science Primer.) By A. Geikie, 11. D., F. R. S.	Macmillan & Co.	New York, N. Y.	16mo.	xvi, 375	\$1 75
Clinton's New Introductory Geography.	Sheldon & Co.	do	do	do	60
Clinton's Common School Geography.	do	do	do	do	1 25
Clinton's Geography, Embracing a Mathematical, Physical, and Political Description of the Earth. By A. von Steinwehr. Illustrated.	Van Antwerp, Bragg & Co.	Cincinnati, Ohio	Large 4to	126	1 30
New Descriptive Geography of Palestine. By H. S. Osborne, LL. D.	State University.	Oxford, Ohio	12mo.	312	1 50
HISTORY.					
Annals of North America. [1492-1877.] By Edward Howland. Illustrated.	J. B. Burr Publishing Co.	Hartford, Conn.	8vo.	do	3 50
America not Discovered by Columbus. By R. B. Anderson, A. M. New edition.	S. C. Griggs & Co.	Chicago, Ill.	12mo.	132	1 00
History of Turkey. By J. D. O'Connor. Second edition.	do	do	do	do	75
History of Roman History for the Little Ones. By Charlotte M. Yonge. 80 illustrations.	Moses Warren	Boston, Mass.	16mo.	244	1 50
Young People's History of the United States. By Thomas W. Higginson. Illustrated.	Estes & Lauriat	do	Square 16mo.	do	do
History of Materialism. By F. A. Lange. 3 vols. Vol. I.	Lee & Shepard.	do	16mo.	do	1 50
Arnold's Campaign against Quebec. By John Joseph Henry.	James R. Osgood & Co.	do	Crown 8vo.	do	3 50
American History for Schools. By J. D. Quackenbos, A. M., M. D. 36 colored maps.	Joel Munroe	Albany, N. Y.	12mo.	250	2 00
History of the World. By J. D. Quackenbos, A. M., M. D. Illustrated.	D. Appleton & Co.	New York, N. Y.	12mo.	300	1 25
Roman Antiquities. By A. S. Wilkins, M. (History Primers).	do	do	12mo.	480	1 50
A School History of Germany. By Bayard Taylor. 112 illustrations and 6 maps.	do	do	12mo.	608	1 50
History of the late War in the United States. By Rev. Asa Mahan.	A. S. Barnes & Co.	do	8vo.	461	3 00
A Manual of English History for the Use of Schools. By Edward M. Lam.	do	do	12mo.	320	1 25
Historical Reader. By O. R. Willis.	do	do	12mo.	377	1 50
Battles of the Revolution. By Gen. H. B. Carrington. U. S. A.	do	do	Royal 8vo.	800	3 00
A Child's History of England. New school edition. 12 illustrations.	G. W. Carleton & Co.	do	12mo.	do	1 25
De Anthon's History of the Egyptians. New edition. 12 illustrations.	Robt. Carter & Bros.	do	12mo.	do	2 00
History of India. By James Grant. 2 vols.	Cassell, Pether & Chapman.	do	Extra cr. 4to.	Each 570	Each 4 00
History of the United States. By Edmund Olliver and J. L. Chester. 8 vols.	Clark & Maynard	do	12mo.	870	Each 4 00
History of France. By J. J. Anderson, pp. 10.	E. F. Dutton & Co.	do	12mo.	xii, 353	1 50
Emma Marshall.	do	do	12mo.	do	75
Second History of Greece. By Geo. W. Cox, A. M.	Harper & Bros.	do	16mo.	xiv, 449	2 75
25 pp. 10 lb. By J. C. McCord.	Henry Holt & Co.	do	8vo.	do	do

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LAW.				
Jurisprudence and its Relation to the Social Sciences. By D. C. Horrocks. {	S. Whitney & Co.	San Francisco, Cal.	16mo.	1 50
Lawyer's Commonplace and Brief Book. By G. L. Barber.	Hurd & Houghton.	New York, N. Y.	9 by 12 inches.	4 00
Review of Legal Studies. For law students. By Urie Blockenderfer. 2	E. R. Myers.	Chicago, Ill.	16mo.	3 50
Commentaries on Criminal Law. By Joel P. Bishop. Sixth edition. 2 vols.	Little, Brown & Co.	Boston, Mass.	8vo.	12 00
Commentaries on Equity Jurisprudence. By Hon. Joseph Story. Twelfth	do.	do.	8vo.	12 00
edition, revised with notes and new cases by James W. Perry. 2 vols.	Thompson, Brown & Co.	do.	16mo.	75
Cushing's Manual of Parliamentary Practice. By L. S. Cushing. Revised	C. W. Sever.	Cambridge, Mass.	8vo.	2 00
edition.	Macmillan & Co.	New York, N. Y.	12mo.	9 00
Summary of Equity Pleading. By C. C. Langdell.	D. Van Nostrand.	do.	12mo.	2 00
Commentaries on the Liberty of the Subject and the Laws of England Rel-	Ward & Peloubet.	do.	8vo.	7 50
ating to the Security of the person. By James Paterson, M. A. 2 vols.	Robert Clarke & Co.	Cincinnati, Ohio.	12mo.	25
Niquet's Legal Chemistry. Translated from the French by J. P. Batten-	Kay & Bro.	Philadelphia, Pa.	8vo.	13 00
sham, Ph. D.	J. R. Lippincott & Co.	do.	12mo.	1 50
United States Courts and their Practice. By B. V. Abbott. (In 3 vols.)	do.	do.	do.	do.
Vol. 2.	do.	do.	do.	do.
Digest of Law Publications	do.	do.	do.	do.
Commentary on the Law of Evidence in Civil Issues. By Francis Whar-	do.	do.	do.	do.
ton, LL. D. 2 vols.	do.	do.	do.	do.
Elements of the Law. A text-book. By Thomas L. Smith. Revised edi-	do.	do.	do.	do.
tion.	do.	do.	do.	do.
Institutes of Common and Statute Law. By J. B. Minor, LL. D. Vol. 1.—(The	do.	do.	do.	do.
Rights which Relate to the Person. Vol. 2.—(The Rights which Relate to	do.	do.	do.	do.
Things Real. Second edition, revised and corrected.	do.	do.	do.	do.
Questions for the Use of Students in the Junior Law Class of Columbian	do.	do.	do.	do.
University. By Walter S. Cox.	do.	do.	do.	do.
LITERATURE.				
(See Bibliography and Literature.)				
LOGIC.				
(See Philosophy and Logic.)				
MATHEMATICS.				
Shorter Course in Arithmetic. By Chas. Davies, LL. D. { Part 1.				50
The Teachers' Metric Manual. Illustrations and examples. { Part 2.				50
The Metric System of Weights and Measures. By J. Pickering Putnam.	American Metric Bureau.	Boston, Mass.	8vo.	20
Second edition, revised and enlarged.	do.	do.	8vo.	1 00
Greenleaf's Manual of Intellectual Arithmetic.	R. S. Davis & Co.	do.	16mo.	20
An Elementary Geometry. By G. A. Wentworth.	Ginn & Heath.	do.	16mo.	1 25
An Elementary Geometry. By Wm. F. Bradbury. University edition.	Thompson, Brown & Co.	do.	12mo.	1 00
Quackenbush's Higher Arithmetic. By G. P. Quackenbush, LL. D.	D. Appleton & Co.	New York, N. Y.	12mo.	1 10
Complete Arithmetic, Theoretical and Practical. By Wm. G. Peck, Ph. D.,	A. S. Barnes & Co.	do.	12mo.	1 15
LL. D.				

TABLE XX.—*Publications, educational, historical, &c., for 1877, &c.—Continued.*

Name of book and of author.	1	2	3	4	5	6
MATHEMATICS—Continued.						
The Accountant for Public Schools and Academies. By M. R. Powers, M. A.			New York, N. Y.			\$1 25
Manual of Geometry. By Wm. G. Peck, Ph. D., LL. D.			do		155	1 60
Key to Peck's Manual of Algebra.			do		200	1 40
Key Standard Arithmetic for Schools of all Grades. By Jas. E. Ryan. Nos. 1 and 2.			do		50	Each 75
Elementary Algebra. By James B. Thomson, LL. D.			do			1 25
Algebra Kept by Single and Double Entry. By C. P. W. H. and R. P. Duff			do		300	60
Peter's New Intermediate Arithmetic. Advanced Arithmetic.			do		192	Each 75
Factorial Primary Arithmetic. By Prof. Olney			do		253, 249	86
Olney's Elements of Arithmetic			do			89
A Complete Arithmetic. By M. MacVicar, LL. D.			do		396	1 08
Text-Book on Surveying Projections and Portable Instruments for the Use			do		888	2 00
of Cadet Midshipmen, U. S. N. A.			do		147	870
New Descriptive Geometry. By S. E. Warren, C. E. With 24 folding plates.			do			3 50
Elements of Geometry. By G. M. Searle			do		135	870
Plane Problems in Elementary Geometry. By S. E. Warren, C. E. New			do			1 25
edition.			do			
The Thirty Possible Problems of Percentage. By W. H. Bradford			Syracuse, N. Y.		21	25
A Guide to the Fundamental Rules of Arithmetic. By Levi N. Beebe. }			do			50
A Pupils' edition. Teachers' edition (including pupils' edition). }			do			1 00
A Work in Numbers for Junior Classes in Graded Schools. By Martha			do			50
A Roe.			do		163	
Ray's New Primary Arithmetic. By Jos. Ray, M. D.			Cincinnati, Ohio		94	18
Ray's New Intellectual Arithmetic. By Jos. Ray, M. D.			do		140	30
Ray's New Practical Arithmetic. By Jos. Ray, M. D. Revised edition of			do		viii, 336	50
the Practical Arithmetic.			do			
New American Arithmetic. In 3 parts.			Philadelphia, Pa.		84, 120, 192	19, 30, 42
New American Practical Arithmetic, comprising Parts 2 and 3 of New			do			
American Arithmetic.			do		848	1 00
New Developments in Algebra. By T. Henderson			do			
Single Entry Book-Keeping. By Samuel W. Crittenden. Revised and en-			do			75
larged edition.			do			
The Complete Arithmetic. By Albert N. Raub, A. M.			do		233	25
The Child's Arithmetical Example Book and Teachers' Key Combined. By			Memphis, Tenn.		48	15
Jacob J. Forre. Second edition.						

MECHANICS AND PHYSICS.

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PODIATRIST AND SURGEON.

Fragments of Physiology. By Abraham T. Lowe, M. D.
 The New Pocket Anatomist. By C. H. Bonnet. Enlarged edition.
 T. S. Van Voorburgh on Homoeopathic Principles. By W. C. Richardson,
 M. D. Illustrated.
 The Physiology of the Mind. By Henry Mauley, M. D. The first part of
 a third edition of the Physiology and Pathology of the Mind.
 A Practical Treatise on Materia Medica and Therapeutics. By Roberts
 Bartholow, M. D. New edition.
 Encyclopaedia of Pure Materia Medica. Edited by Timothy F. Allen,
 M. D. Vol. 5
 Vol. 6

TABLE XX.—*Publications, educational, historical, &c., for 1877, &c.—Continued.*

Name of book and of author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
1	2	3	4	5	6
MEDICINE AND SURGERY—Continued.					
The Application of the Principles and Practice of Homoeopathy to Obstetrics. By H. N. Guernsey, M. D. Third edition, revised and enlarged.	Boerhaave & Tafel	New York, N. Y.	8vo	1004	\$8 00
Origin and Progress of Medical Jurisprudence. By S. E. Chailia, M. D.	Aug. Brentano, Jr.	do	8vo	40	30
Contributions to Operative Surgery and Surgical Pathology. By J. M. Carrozzan, M. D. Illustrated. Part 3.	Harper & Bros.	do	4to		Paper, 1 00
A Text-Book of Physiology for the Use of Medical Students. By M. Foster, M. D. P. 2. Second edition, revised.	Macmillan & Co.	do	8vo		6 50
American Clinical Lectures. Edited by E. C. Seguin, M. D. Vol. 2. Complete.	G. P. Putnam's Sons.	do	8vo		3 00
Ambrosius of Lectures in Anatomy and Physiology. By T. B. Stewart, A. M.	do	do	8vo		30
A Course of Practical Histology. By E. A. Schaffer, M. D. Illustrated.	Davis, Bardeen & Co.	Syracuse, N. Y.	8vo	60	50
Ear: its Anatomy, Physiology, and Diseases. By Charles H. Burnett, M. D.	Henry C. Lea	Philadelphia, Pa.	Royal 12mo	208	2 00
The A. M. D. For Use of Students and Practitioners. Illustrated.	do	do	8vo	615	4 50
How to Use the Ophthalmoscope. By Edgar A. Browne. For Use of Students.	do	do	Small roy. 12mo	120	1 60
Quinquina's Guide to Therapeutics. Edited by F. Woodbury, and adapted for the U. S. Pharmacopoeia.	do	do	12mo	416	8 60
A Course of Operative Surgery. By Christopher Heath, M. D. Part 4.	Lindsay & Blackston	do	4to		8 50
Asteria Medica for the Use of Students. By Prof. J. B. Hiddle. Illustrated.	do	do	8vo	463	4 00
Sixth revised edition.	do	do			
Dictionary of Medical Terminology, Dental Surgery, and Collateral Sciences.	do	do	8vo	754	6 50
By C. A. Harris, M. D. Fourth edition, revised by J. S. Gorras, M. D.	do	do			
A Practical Treatise on the Diseases of Children. By J. Forayth Melg, M. D., and William Pepper, A. M. Sixth edition, revised and enlarged.	do	do	8vo	1012	6 00
Elements of Dental Materia Medica and Therapeutics, with Pharmacopoeia. By J. Stocken.	do	do	12mo	147	1 50
Practitioner's Reference Book. By Richard J. Dunglison, M. D.	do	do			
A Practical Treatise on Operative Dentistry. By Jonathan Taft, D. D. A.	do	do	8vo	viii, 341	3 50
Third edition, revised and enlarged. 228 illustrations.	do	do	8vo		4 25
Lectures on Practical Surgery. By H. H. Toland, M. D.	do	do	8vo	xii, 506	4 50
The Student's Guide to the Practice of Midwifery. By D. Lloyd Roberts, M. D. 95 engravings.	do	do	12mo		3 00
The Student's Guide to Dental Anatomy and Surgery. By Henry E. Sewill, M. D. 77 engravings.	do	do	12mo		1 50
A New Path in Electrical Therapeutics. By Elizabeth J. French. New edition.	J. R. Lippincott & Co.	do	12mo		3 00
Diseases of the Skin. By Louis A. Duhring, M. D. Illustrated.	do	do	8vo		9 00
Atlas of Skin Diseases. By Louis A. Duhring, M. D. Part 2. With plates.	do	do	4to	618	5 25

Animal Analysis. By Elliott Whipple, M. A. A method of teaching zoology. The Birds of the Northwest. By Elliott Coues, M. D.	Jansen, McClurg & Co.	Chicago, Ill.	12mo	134	75
Social Life of Insects. Mental Powers of Insects. By A. S. Packard, Jr.	Estes & Lauriat.	Boston, Mass.	8vo	Each	4 50
Questions in Preparatory Botany. By Chase W. Stone	do	Boston, Mass.	Each sq. 12mo.	Each 82	75
Illustrations of the Ferns of North America. By Prof. Daniel C. Eaton and James H. Emerton. In 6 parts. Part I.	Lockwood, Brooks & Co.	do	16mo		20
Notes on the Osteology and Myology of the Domestic Fowl. By Victor C. Vaughan. For Use in Colleges and Schools of Comparative Anatomy. Illustrated.	S. E. Cassino	Salem, Mass.	Large 4to		1 00
First Book of Botany. By Eliza A. Youmans	Sheehan & Co.	Ann Arbor, Mich.	12mo	116	1 50
Foran's Second Book of Botany	D. Appleton & Co.	New York, N. Y.	12mo	167	85
First Book of Zoology. By Ed. S. Morse	do	do	12mo		1 40
Illustrated First Record, with Check Table. By Prof. A. Wood	A. S. Barnes & Co.	do	8vo	100	1 10
A Fourteen Weeks Course in Zoology. By J. Dorman Steele, Ph. D.	do	do	12mo	808	1 00
Flower Object Lessons; or First Lessons in Botany. By M. Emma Le Mesent. Illustrated.	Austin Black	do	12mo	55	1 25
The Geographical Distribution of Animals. By A. R. Wallace. In 3 vols.	Harper & Bros.	do	8vo		75
An Introduction to the Osteology of Mammalia. By W. H. Flower, F. R. S.	Macmillan & Co.	do	12mo	344	10 00
P. M. C. Second edition, revised.	do	do	12mo		2 25
The Ancient Life-History of the Earth. By Henry A. Nicholson. 270 engravings.	Scribner, Welford & Armstrong.	do	Crown 8vo		5 25
Art and Science Handbooks:	do	do			
Animal Products. By P. L. Simmonds	do	do	12mo	416	2 50
Economic Entomology. By Andrew Murray	do	do	12mo	480	2 50
Text-Book of Mineralogy. By Prof. E. S. and J. D. Dana. Second edition.	John Wiley & Sons	do	8vo		5 00
A Pencil to Dana's Mineralogy	do	do	8vo		1 00
Descriptive Botany. Translated by J. D. Hooker	R. Worthington	do	Imperial 8vo.		13 50
Our Birds of Prey. By Henry G. Vane	do	do	4to		12 00
The American Paleozoic Fossils. By S. A. Miller	S. A. Miller	Cincinnati, Ohio	8vo	270	3 00
PHILOSOPHY AND LOGIC.					
Studies in the Philosophy of Religion and History. By A. M. Fairbairn.	Adam W. Lovell & Co.	Boston, Mass.	12mo	345	1 75
The Crest of Chivalry. By W. R. Greg. 2 vols.	James R. Osgood & Co.	do	Crown 8vo		4 00
Natural Law and Economics. By R. B. Giffen	do	do	Crown 8vo		2 50
An Inquiry into the Ethical Basis of the Law. By R. B. Giffen	do	do	8vo		2 50
The Play of the Mind. By G. H. Lewes	do	do	8vo		2 50
Chubb Wright's Philosophical Discussions. With a biographical sketch of the author by C. E. Newman.	Henry Holt & Co.	New York, N. Y.	8vo		1 75
Essays in Philology. By Thomas De Quincey. Riverside edition	Hurd & Houghton	do	Crown 8vo		3 00
Decorative English Speculation. By Rev. W. Cunningham.	Macmillan & Co.	do	8vo		3 00
Modern Philosophy from Descartes to Schopenhauer and Hartmann. By Prof. Francis B. Meyer	Scribner, Armstrong & Co.	do	8vo	xii, 464	3 00
Outlines of Biblical Psychology. By J. T. Beck	do	do	12mo		2 00
A History of Philosophy, Ancient and Modern. By Joseph Haven, D. D.	Scribner, Welford & Armstrong.	do	12mo		2 00
do	Sheldon & Co.	do	12mo		2 00

MUSIC.

(See Archaeology, Fine Arts, and Music.)

NATURAL HISTORY.

TABLE XX.—*Publications, educational, historical, &c., for 1877, &c.—Continued.*

Name of book and of author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
1	2	3	4	5	6
PHILOSOPHY AND LOGIC—Continued.					
A Vocabulary of the Philosophical Sciences. By Chas. P. Krauth, s. t. d., 11. d.	Sheldon & Co.	New York, N. Y.	12mo.	xxii, 1044	\$3 50
The Principles of Psychology. By John Bacom. Revised and enlarged edition.	G. P. Putnam's Sons	do	12mo.		1 75
Every-Day Reasoning; or the Science of Inductive Logic. By Rev. Geo. F. Hays, d. d.	Claxton, Remsen & Haffel-finger.	Philadelphia, Pa.	12mo.	172	1 50
PHYSICS.					
(See Mechanics and Physics.)					
POLITICAL AND SOCIAL SCIENCE.					
Principles of Sociology. By Herbert Spencer. Vol. I.	D. Appleton & Co.	New York, N. Y.	12mo.		2 50
The Finest Times of Alabama and Mississippi. By Judge Jos. G. Baldwin.	do	do			1 25
Thirteenth edition.	do	do			
The English Constitution and Other Political Essays. By Walker Bagehot.	do	do	12mo.	viii, 468	2 00
Revised edition.	do	do			
Ancient Society. By L. H. Morgan.	Henry Holt & Co.	do	8vo	xvi, 560	4 00
Politics and Political Science. By Thomas De Quincey. Riverside edition.	Hurd & Houghton	do	Crown 8vo		1 75
Bastiat's Political Economy. New edition, translated and revised. Edited by D. A. Wells.	G. P. Putnam's Sons	do	12mo.		1 25
Economics; or the Science of Wealth. By Prof. J. M. Sturtevant. For the Use of High Schools and Colleges.	do	do	8vo		1 75
Introduction to Political Economy. By Prof. Arthur L. Perry.	Scribner, Armstrong & Co.	do	12mo.		1 50
A System of Political Economy. By J. L. Shadwell.	Scribner, Welford & Armstrong.	do	8vo	850	9 00
Class Book of Federal Government. Revised edition.	J. H. Sampson	Columbus, Ohio.	Square 16mo.	10	10
First Principles of Political Economy. By Prof. W. D. Wilson. New and revised edition.	Henry C. Baird & Co.	Philadelphia, Pa.	12mo.	861	1 50
An Exposition of the Constitution of the United States. Revised by Henry Flanders. Fourth edition.	Claxton, Remsen & Haffel-finger.	do			1 75
SOCIAL SCIENCE.					
(See Political and Social Science.)					
SURGERY.					
(See Medicine and Surgery.)					
ZOOLOGY.					
The Science of the Bible. By Milton Woolley, m. d. Illustrated	Knight & Leonard		8vo	613	4 00

A Statement of the Natural Sources of Theology. By Thomas Hill, D. D. LL. D. Reprinted from the Bibliotheca Sacra.	Andover, Mass	8vo	.....	1 00
A Critical Greek and English Concordance of the New Testament. By Chas. F. Hudson. Revised and completed by E. Abbot.	Boston, Mass	16mo	.....	2 50
A Complete Concordance of the Holy Scriptures. By Alex. Cruden. New and condensed edition, edited by John Eddie, D. D., LL. D.	do	8vo	.....	1 50
Dean Alford's Greek Testament. Revised edition. 4 vols.	do	.....	.....	80 00
The Ancient City. By Fustel de Coulanges. Translated by Willard Small. Third American edition.	do	Crown 8vo	.....	2 50
A Dictionary of Christian Biography, Literature, Sects and Doctrines. By Dr. Wm. Smith and H. Wace, M. A. In 3 vols. Vol. 1.	do	8vo	.....	5 50
Lectures on Preaching. By Rev. R. W. Dale.	New York, N. Y.	12mo	.....	1 50
Matthew Henry's Commentary.....	do	8vo	.....	20 00
The Witnesses of the Psalms to Christ and Christianity. By Wm. Alexander, D. D.	do	4to	.....	20 00
Ruling Ideas in Early Ages and their Relation to the Old Testament Faith. By J. B. Mozley, D. D.	do	8vo	.....	2 00
Lectures on Preaching. By Rev. Phillips Brooks, D. D.	do	8vo	.....	2 50
The Creeds of Christendom. By Philip Schaff, D. D. LL. D. 3 vols.	do	12mo	.....	1 50
Reconciliation of Science and Religion. By Prof. Alex. Winchell.	do	8vo	.....	15 00
Cyclopedia of Biblical, Theological and Ecclesiastical Literature. Prepared by John McClintock, D. D., and Jas. Strong. Vol. 7.	do	12mo	.....	2 00
Patriarchs and Law Givers of the Old Testament. By F. D. Maurice. Fourth edition.	do	8vo	.....	5 00
The Biblical Museum. By Jas. C. Gray. Vol. 1. Genesis and Exodus.	do	12mo	.....	2 00
Our Theological Century. By John F. Hurst, D. D.	do	12mo	.....	1 50
The Old Bible and the New Science. By J. B. Thomas, D. D.	do	12mo	.....	1 50
The Cradle of Christ. A Study in Primitive Christianity. By Rev. O. B. Frothingham.	do	8vo	.....	1 75
The Biblical Museum. By Jas. C. Gray. Vol. 1. Genesis and Exodus.	do	12mo	.....	1 50
Our Theological Century. By John F. Hurst, D. D.	do	12mo	.....	75
Language Commentary. General editor, Dr. Philip Schaff.	do	12mo	.....	1 50
Chronicles, Ezra, Nehemiah and Esther.	do	8vo	.....	1 50
Faith and Philosophy. By H. B. Smith, D. D. Edited, with Introduction by G. L. Prentiss.	do	12mo	.....	1 50
History of the Church of Christ, in Chronological Tables. By Henry B. Smith, D. D. New edition.	do	12mo	.....	5 00
Dean Stanley's Lectures on the History of the Jewish Church. Third series. New edition.	do	8vo	.....	5 00
The Ecclesiastical Encyclopedia. By John Eadie.	do	8vo	.....	8 50
On Christian Commonwealth. Translated and adapted from the German of Dr. Henry W. Thiersch.	do	8vo	.....	5 00
Systematic Theology. By Miner Raymond, D. D. 2 vols.	do	Crown 8vo	.....	2 50
Questions Awakened by the Bible. By Rev. John Miller.	do	8vo	.....	4 25
Rizzo's Cyclopedia of Biblical Literature. 3 vols. Illustrated.	do	8vo	.....	8 75
Hitchcock & Walden	Cincinnati, Ohio	Royal 8vo	.....	Each, 3 00
J. B. Lippincott & Co.	Philadelphia, Pa.	12mo	.....	1 50
do	do	Royal 8vo	.....	18 00 & 24 00

TABLE XXI.—Statistics of schools and asylums for feeble-minded children for 1877; from replies to inquiries by the United States Bureau of Education.

NOTE.—x indicates the branches taught.

Name.	Location.	Date of establishment.	Superintendent.	Number of instructors and other employes.	Number of inmates.			Branches taught.								Number dismissed improved since opening.	Income.	Expenditure.
					Male.	Female.	Total.	Object lessons.	Reading.	Writing.	Arithmetic.	Geography.	Grammar.	Drawing.	Singing.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1 Connecticut School for Imbeciles	Lakeville, Conn.....	1838	Henry M. Knight, M. D.	12	48	36	84	x	x	x	x	x	x	x	x	.....	\$14,975	\$14,975
2 Illinois Asylum for Feeble-minded Children	Lincoln, Ill.	1865	Chas. F. Wilbur, A. M., M. D.	50	103	79	182	.....	.....	.....	.....	.....	.....	.....	.....	204	\$68,000	\$8,000
3 Iowa Asylum for Feeble-minded Children	Glenwood, Iowa	1876	O. W. Archibald, M. D.	16	62	38	100	.....	.....	.....	.....	.....	.....	.....	.....	2	15,000	18,000
4 Kentucky Institution for Educating Feeble-minded Children	Frankfort, Ky.	1869	J. Q. A. Stewart, M. D.	22	67	60	127	.....	.....	.....	.....	.....	.....	.....	.....	.....	26,000	26,000
5 Private Institution for the Education of Feeble-minded Youth	Barre, Mass.	1848	George Brown, M. D. ....	.....	57	19	76	.....	.....	.....	.....	.....	.....	.....	.....	128	.....	36,465
6 Massachusetts School for Idiotic and Feeble-minded Youth	Boston, Mass.	1848	Edward Jarvis, M. D.	21	53	35	88	.....	.....	.....	.....	.....	.....	.....	(d)	.....	\$25,000	25,000
7 Hillside School for Backward and Feeble Children	Fayetteville, Mass.	1870	Mrs. Maria Knight and Green	9	8	1	9	f	x	x	x	x	x	x	x	.....	.....	.....
8 Idiot Asylum, Randall's Island	New York, N. Y.	1868	Mary C. Dunphy	4	88	61	149	.....	.....	.....	.....	.....	.....	.....	.....	53	46,810	47,967
9 New York Asylum for Idiots	Syracuse, N. Y.	1851	Harvey B. Wilbur, M. D.	56	148	119	267	.....	.....	.....	.....	.....	.....	.....	.....	201	79,178	77,889
10 Ohio State Asylum for Idiots	Columbus, Ohio	1857	G. A. Doran, M. D.	194	271	180	451	.....	.....	.....	.....	.....	.....	.....	.....	458	57,535	52,725
11 Pennsylvania Training School for Feeble-minded Children	Media, Pa.	1852	Isaac N. Kerlin, M. D.	61	147	101	248	(h)	x	x	x	x	x	x	x	.....	.....	.....

a Articulation, sewing, fancy work, dancing, and gymnastics are also taught.

b Per annum from State.

c Kindergarten instruction and gymnastic exercises are also given.

d Gymnastic exercises form a part of the training.

e Of this \$20,000 is from the State.

f Painting, wood carving, and fancy work are also taught.

g Also mat making for boys and sewing for girls.

h Also farming and domestic work, and industrial trades.

TABLE XXII.—*Improvements in school furniture, apparatus, ventilation, &c., patented in the United States for the year 1877.*

Name of patentee.	Residence.	Number of patent.	Title of patent.
1	2	3	4
Watrous, J	Groton, Conn	186, 777	Combined pencil sharpener and point protector.
Taylor, J. D.	Willington, Conn ..	188, 984	Device for teaching penmanship.
Swift, E. M.	Windham, Conn	190, 644	Slate cleaner.
Willbanks, D. A.	Monroe, Ga.	189, 535	Apparatus for teaching spelling.
Andrews, H. L.	Chicago, Ill.	190, 662	Blackboard eraser.
Joodrich, H. C.	Chicago, Ill.	188, 792	Slate frame.
Martin, C. E.	Chicago, Ill.	196, 532	Educational appliance.
Jaynes, E.	Kirk's Cross-Roads, Ind.	186, 729	School desk seat.
Filman, N. T.	Xenia, Ind.	194, 015	Writing ink.
Briggs, W. S.	Ottumwa, Iowa	198, 484	Fountain pen.
Lavanaugh, R. W.	Chaplin, Ky.	196, 583	Apparatus for teaching arithmetic.
derrill, T. B.	Portland, Me.	187, 721	Slate pencil sharpener.
Fisher, E. S.	Boston, Mass.	188, 505	Educational toy.
Smith, E. W.	Boston, Mass.	185, 977	Scholar's companion.
Watriss, A. W.	Cambridge, Mass.	192, 102	Paper folder and cutter.
Crask, C. H.	Lynn, Mass.	196, 270	Combination writing instrument.
Jacon, C. N.	Winchester, Mass.	188, 227	Blackboard rubber.
Javis, O.	Battle Creek, Mich.	190, 832	Folding seat for school desks.
Medart, P.	St. Louis, Mo.	187, 477	Gymnastic apparatus.
Lake, E. B.	Bricksburg, N. J.	196, 676	Combined pencil holder and sharpener.
Ihepherd, C. C.	Passaic, N. J.	193, 099	Drawing slate.
Ihepherd, C. C.	Passaic, N. J.	193, 464	School slate.
Ihepherd, C. C.	Passaic, N. J.	198, 552	Slate.
Farfield, C. L.	Albany, N. Y.	194, 770	Ventilator for building.
Jennett, W. H.	Brooklyn, N. Y.	198, 560	Combined blotting pad and ruler.
Jennett, W. H.	Brooklyn, N. Y.	191, 512	Ventilation and disinfection of buildings.
Jardam, J.	Brooklyn, N. Y.	192, 161	Parallel ruler.
Phase, M. W.	Buffalo, N. Y.	198, 352	School furniture.
Manning, J. W.	Camden, N. Y.	189, 944	Copy book.
Browne, C. B.	Camillus, N. Y.	193, 139	Book cover protector.
Iofer, W. L.	Deposit, N. Y.	195, 281	Adding machine.
Taylor, W. F.	Medina, N. Y.	187, 680	Student's chair.
Inssey, C. A.	New York, N. Y.	195, 762	Galvanic battery.
Langerfeld, A.	New York, N. Y.	187, 871	Draughtsman's instrument.
McGill, G. W.	New York, N. Y.	188, 653	Combined erasive tip and pencil point protector.
Schrag, P.	New York, N. Y.	186, 885	Combined eraser and pencil.
Stein, D. J.	New York, N. Y.	198, 056	Writing desk.
Wakeman, H.	New York, N. Y.	198, 169	Pencil sharpener.
Walgrain, W. C. F., and Buscall, K.	New York, N. Y.	192, 957	School desk.
Averill, H. K., jr.	Plattsburg, N. Y.	195, 693	Attachment to parallel rulers.
Benson, H. C.	Yonkers, N. Y.	187, 087	Penholding pencil point protector.
Brailly, E. E.	Bellaire, Ohio.	197, 820	Fountain pen holder.
Lackey, S. J.	Cleveland, Ohio.	197, 279	Chart for object teaching.
Harden, H. O.	Stoutsville, Ohio.	198, 018	Orthographic and numerical frame.
Simonton, J. C.	Tiro, Ohio.	197, 497	Device for teaching musical transposition.
Haggerty, J.	Corry, Pa.	190, 318	Combined slate and book carrier.
Farrington, C. B.	Philadelphia, Pa.	186, 288	Combined blotter and paper clip.
McCormick, W. D.	Scranton, Pa.	188, 651	Combined slate and scholar's companion.
Payne, J. R.	Concord, Tenn.	193, 459	School desk and settee.
Fields, C. C.	Abingdon, Va.	187, 114	Adding pencil.
Anderson, W. A.	La Crosse, Wis.	194, 026	Copying book.
Holton, W. J., and Field, J. E.	Milwaukee, Wis.	191, 856	Paint pencil or crayon.
Durant, E. G.	Racine, Wis.	192, 640	Educational globe.
Kingsley, H. L., and W. P. Packard.	Racine, Wis.	189, 473	Blackboard.
Allen, F. S.	Washington, D. C.	194, 883	Slate frame attachment.
Jates, W. A. ....	.....	197, 246	Geographical clock.
Corning, C.	195, 348	School chart.
McElhinney, M. P.	192, 926	Blotter and ruler combined.



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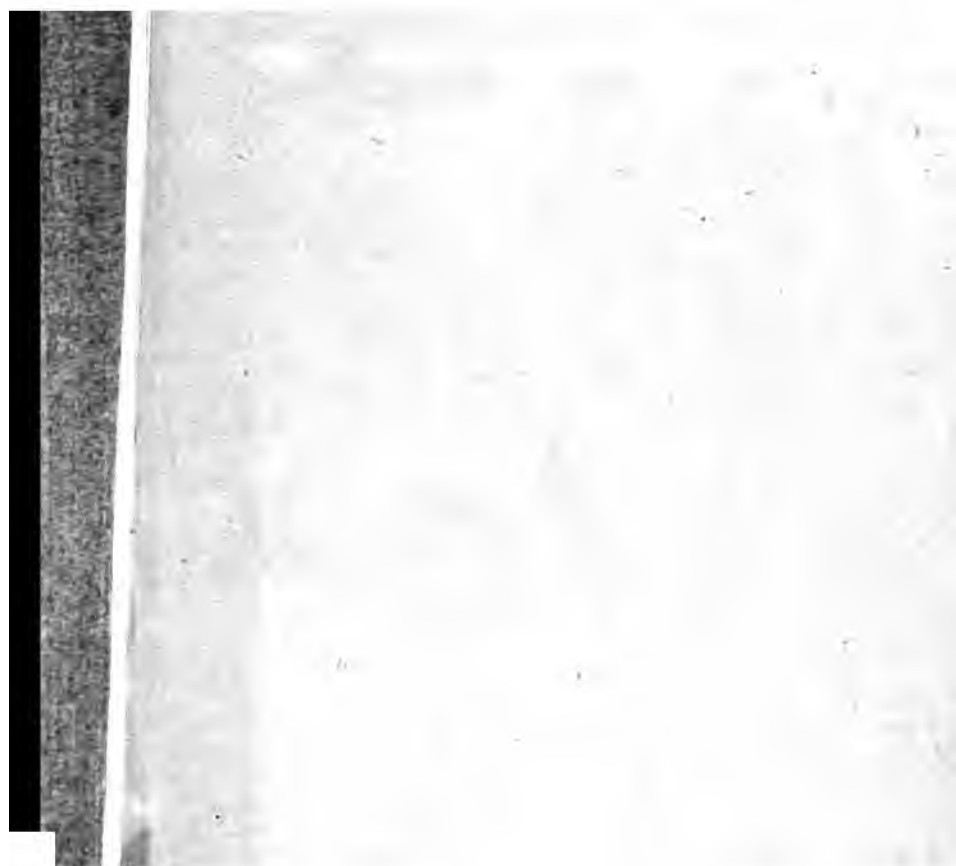
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